DOCUMENT RESUME

| | |
|---|---|
| ED 312 531 | CG 022 028 |
| TITLE | Opening All Options. Proceedings of the Ohio Middle School and Junior High School Career Guidance Conference (Columbus, OH, June 28-30, 1988). Volume II. |
| INSTITUTION | Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education. |
| SPONS AGENCY | Department of Education, Washington, D.C. |
| PUB DATE | 89 |
| NOTE | 369p.; For the 1987 conference proceedings, see ED 299 491. |
| PUB TYPE | Collected Works - Conference Proceedings (021) |
| EDRS PRICE | MF01/PC15 Plus Postage. |
| DESCRIPTORS | *Career Guidance; *Junior High Schools; *Middle Schools; *School Counseling; *School Counselors; *School Guidance; Secondary Education; Secondary School Students; Trend Analysis |
| IDENTIFIERS | *Ohio |

ABSTRACT

This document presents the conference proceedings from two 3-day career guidance conferences, held in 1987 and 1988, which focused attention on the need to develop a comprehensive career guidance program in Ohio middle and junior high schools. It also describes the plans, expected outcomes, and first-year results obtained by the middle school and junior high school personnel attending the 1987 and 1988 conferences. Papers in Part 1 of the proceedings include: (1) "How to Improve a School Guidance Program" (Norman Gysbers); (2) "Competency-Based Guidance Programs: A Model of the Future" (C. D. Johnson and Sharon Johnson); (3) "Parents and Their Early Adolescents' Career Development" (Luther B. Otto); (4) "The Counseling Profession: Striving to Make a Difference" (Julian Earls); (5) "Junior High School Career Development" (David W. Winefordner); (6) "Learning Style and the Brain in Middle and Junior High Schools" (David Andrews); and (7) "A Brief Introduction to Vocational Guidance Counseling Services in the Federal Republic of Germany" (Jutta Ziegler). Parts 2 and 3 of the proceedings describe plans and results of the 1987 and 1988 Ohio Middle School and Junior High School Guidance Counselors Conference. Included in these sections are the participants' guidance program improvement plans and goals and statements of expected student results, and a description of career guidance program activities. A list of all participants and the 1987 and 1988 agendas complete the document. (NB)

***********************************************************************
*    Reproductions supplied by EDRS are the best that can be made     *
*                   from the original document.                       *
***********************************************************************

ED312531

# OPENING ALL OPTIONS

## Volume II

Proceedings of the
1988 Ohio Middle
School and Junior High
School Career
Guidance Conference

The Ohio Department
of Education

CG 022028

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

BEST COPY AVAILABLE

## State Board of Education

Paul Brickner, President, Willoughby
Chester A. Roush, Vice President, Kettering
Jean E. Bender, Akron
J. James Bishop, Toledo
Mary Goodrich, Zanesville
Jack C. Hunter, Youngstown
Virginia E. Jacobs, Lima
Mary R. Lindner, Cincinnati
William E. Moore, Woodsfield
Sue Ann Norton, Westerville
Paul F. Pfeiffer, Massillon
C. J. Prentiss, Cleveland
Edwin C. Price, Jr., Cincinnati
Constance Rice, South Charleston
Joseph D. Roman, Cleveland
Anthony J. Russo, Mayfield Village
Wayne E. Shaffer, Bryan
Patricia Smith, Worthington
Sally R. Southard, Oxford
Jo A. Thatcher, Portsmouth
Martha W. Wise, Elyria

## Ohio Department of Education

Franklin B. Walter
Superintendent of Public Instruction

Irene G. Bandy
Assistant Superintendent

William L. Phillis
Assistant Superintendent

E. Roger Trent
Director
Division of Educational Services

Darrell L. Parks
Director
Division of Vocational and Career Education

---

This publication was supported in part or in whole by federal funds of P.L. 98-524, through the Division of Vocational and Career Education, the Ohio Department of Education. Compliance is assured with the Carl D. Perkins Act of 1984; Title IX of the Education Amendments of 1972; Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and the Ohio State Plan for Vocational Education. This publication does not necessarily reflect the official position of the U.S. Department of Education.

---

# OPENING ALL OPTIONS
## Volume II

Proceedings
of the
1988 Ohio Middle School
and
Junior High School
Career Guidance Conference

Ohio Department of Education
Columbus, Ohio
1989

# Contents

FOREWORD .......... v

INTRODUCTION .......... 1

PART 1: PRACTICAL APPROACHES TO IMPROVING CAREER GUIDANCE PROGRAMS IN MIDDLE AND JUNIOR HIGH SCHOOL .......... 3

- How to Improve a School Guidance Program by Norman Gysbers .......... 5
- Competency-Based Guidance Programs: A Model of the Future by C. D. Johnson and Sharon Johnson .......... 11
- Parents and Their Early Adolescents' Career Development by Luther B. Otto .......... 36
- The Counseling Profession: Striving to Make a Difference by Julian Earls .......... 42
- Junior High School Career Development by David W. Winefordner .......... 45
- Learning Style and the Brain In Middle and Junior High School by David Andrews .......... 56
- A Brief Introduction to Vocational Guidance Counseling Services in the Federal Republic of Germany by Jutta Ziegler .......... 66

PART 2: PLANS AND RESULTS OF THE 1987 OHIO MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL GUIDANCE COUNSELORS CONFERENCE—PARTICIPANTS .......... 73

- Participants' Guidance Program Improvement Plans: Goals and Statements of Expected Student Results .......... 75
- Career Guidance Program Activities .......... 111

PART 3: PLANS AND EXPECTED RESULTS OF THE 1988 OHIO MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL GUIDANCE COUNSELORS CONFERENCE—PARTICIPANTS .......... 141

- Participants' Guidance Program Improvement Plans: Goals and Statements of Expected Students Results .......... 143
- Career Guidance Program Activities .......... 187

APPENDICES ........................................................................ 211

Appendix A: List of Participants, Presenters, and Staff at the Ohio Middle School and Junior High School Career Guidance Conference, June 24-26, 1987 .................................... 213

Appendix B: List of Participants, Presenters, and Staff at the Ohio Middle School and Junior High School Career Guidance Conference, June 28-30, 1988 .................................... 219

Appendix C: Agenda 1987 ........................................................ 228

Appendix D: Agenda 1988 ........................................................ 230

Appendix E: Career Guidance Program Follow-up Report on Activities Projected at 1987-88 Workshop ............................................ 232

# Foreword

---

Ohio's vocational education programs offer our high school students the most extensive skill training opportunities in the nation. Prior to choosing appropriate occupational training, students must have the knowledge and skills necessary to choose wisely from the many options open to them.

The 1987 and 1988 career guidance conferences, "Opening all Options," focused attention on the need to develop comprehensive career guidance programs in Ohio middle and junior high schools. The school counselor must take a central role in working with students, teachers, and parents to ensure that youth entering high school are prepared to make reasoned decisions concerning the educational and training programs that best match their abilities, interests, values, and needs. This publication documents the activities and resources used by counselors to help students explore various careers and to relate the possibilities to their potential.

The participants in these conferences included administrators, counselors, supervisors, and teachers representing 197 middle schools or junior high schools from across Ohio. I commend their dedication to students and their commitment to increased effort on behalf of these young people. We are pleased to share the workshop experiences, plans and results of those who participated. Working together, we can increase the career exploration and planning skills of our students.

Franklin B. Walter
Superintendent of Public Instruction

# Introduction

---

The purpose of these Proceedings is to share the process and the products of two three-day career guidance conferences entitled "Opening all Options," and to describe the plans, expected outcomes, and first year results of the middle school and junior high school personnel attending the 1987 and 1988 conference.

The focus of the workshops was to emphasize the importance of comprehensive competency-based career guidance programs and to provide a series of presentations to assist school counselors in planning and implementing such programs in their local schools. To that end, the conference featured presenters currently involved in operating competency-based programs, Ohio-based activities, and speakers addressing a general need for increased attention to early involvement in the career-planning process.

These Proceedings capture the essence of the conference programs as well as present additional materials that add to the overall intent of the event. The plan of workshop participants for implementing outcome-oriented activities and the results of the activities of the 1987 participants are also reproduced to serve as models for others pursuing similar programs in their schools. A list of all participants completes the Proceedings.

Edwin A. Whitfield
Associte Director
Division of Educational Services

# PART 1

---

## Practical Approaches to Improving Career Guidance Programs in Middle and Junior High School

---

# How to Improve a School Guidance Program

---

Norman C. Gysbers
Professor
Counselor Education Department
University of Missouri-Columbia
Columbia, Missouri

---

School counselors are expected to be involved in a greater number and variety of guidance and counseling activities than ever before. They are expected to work in the curriculum; conduct placement, follow-up and follow-through activities; do specialized testing for various groups; and do community work with business and industry personnel. In addition, they are expected to continue such activities as crisis counseling, teacher and parent consultation, and testing, scheduling, and other administrative and clerical duties.

They may want to respond to these new expectations but often find that the pressure of their existing duties interferes with or actually prevents them from doing so. At the same time, they find that many current organizational patterns place guidance in the category of ancillary services. What is worse, this reinforces the practice of having them do quasi-guidance tasks because such tasks can be justified as being of service to someone.

The challenge that counselors face, therefore, is to make the transition from the ancillary services concept of guidance to that of a comprehensive, developmental program—a program that is an equal partner with other programs in education. Making this transition is a complex and difficult task because it involves carrying out duties mandated by the current organizational structure at the same time as planning and trying out new duties derived from a new organizational structure. It can be done, but it is difficult, time consuming, and often frustrating. In a real sense, counselors are caught in the situation of trying to remodel their program while they are living in it.

As we enter the late 1980s and look beyond, it is clear that traditional approaches to organizing guidance in the schools are giving way to a newer approach. What does this newer approach look like? What are the assumptions on which it is based? First, guidance is a program. As a program, it has characteristics similar to other programs in education, including the following:

- Learner outcomes (competencies) in such areas as self-knowledge and interpersonal relations, decision making and planning, and knowledge of life roles, including worker and learner roles
- A curriculum that includes activities and processes to assist learners in achieving these outcomes

---

SOURCE: Parts of this paper were adapted from an article titled "How to Remodel a Guidance Program While Living in It: A Case Study" by Mark Hargens and Norman C. Gysbers. It appeared in the November 1984 issue of the *School Counselor* (volume 32, number 2).

- Professionally recognized personnel
- Materials and resources

Second, guidance programs are developmental and comprehensive. They are developmental in that guidance activities are conducted on a regular and planned basis to assist young people and adults in achieving specified competencies. Although immediate and crisis needs of individuals are to be met, a major focus of a developmental program is to provide individuals with experiences to help them grow and develop. Guidance programs are comprehensive in that a full range of activities and services are provided, including assessment, information, counseling, placement, follow-up, and follow-through.

Third, guidance programs focus on the development of individuals' competencies, not just the remediation of their deficits. To some, a major focus in guidance is on the problems individuals have and the obstacles they may face. This emphasis is important, but it should not be dominant. If it is emphasized in isolation, attention often focuses on what is wrong with individuals, not what is right. Obviously, problems and obstacles need to be identified and remediated, but they should not overshadow the existing or potential competencies of individuals. A major emphasis in guidance programs should be on helping individuals identify the competencies they already have and assisting them in developing new ones.

Finally, guidance programs are built on a team approach. A comprehensive, developmental program of guidance is based on the assumption that all staff are involved. At the same time, it should be understood that professionally certified counselors are central to the program as coordinators. In this role, they provide direct services to individuals, as well as work in consultative relations with other members of the guidance team.

## The Improvement Process

With these assumptions in mind, you may be wondering at this point: Can school counselors actually improve their programs? If so, what steps and issues are involved? What follows is a brief review of these steps and issues.

### Decide You Want to Change

To begin the improvement process, it is imperative that the school counselors involved make a decision that they want to change. They need to decide to take charge of their own destiny rather than leave it to fate or for others to decide. This may take some time, but after obtaining consensus (albeit reluctantly perhaps on the part of some) regarding the need for change and the fact that change could and should take place, endorsement is then obtained from administration.

### Get Organized

Once a decision has been made that program improvement is necessary, an improvement plan is established. Depending upon the size of the district, this may involve forming a steering committee made up of counselors from each level involved. The major task of this committee is to oversee the improvement process from beginning to end. In addition, an advisory committee made up of school and community members also should be considered. The major task for this group is to provide advice and counsel as well as support and encouragement. In one school district, the functions of these two groups were combined into one; the committee members consisted of a school board member, a high school principal, two parents, an elementary teacher, an elementary social worker, several high school counselors, and the director of pupil personnel services.

### Select Your Improved Program Structure

One of the first decisions needed at this phase of the program improvement process is a decision concerning overall program structures. What should that structure be? Traditionally, the answer has been the services model (orientation, assessment, information, counseling, placement, and follow-up), the process model (counseling, consulting, and coordinating), and the duties model. Perhaps your current program uses one of these or some combination of the three. It is suggested that in place of these structures, a new structure be adopted, a structure more in keeping with the developmental approach to guidance. The suggested components are as follows:

- **Structural Components**
    - *Definition.* The definition identifies the centrality of guidance within the educational process and delineates, in outcome terms, the competencies individuals will possess as a result of their involvement in the program.
    - *Rationale.* The rationale discusses the importance of guidance as an equal partner in the educational process and provides reasons why individuals in our society need to acquire the competencies that will accrue to them as a result of their involvement in a comprehensive, developmental program.
    - *Assumptions.* Assumptions are principles that shape and guide the program.
- **Program Components**
    - *Guidance Curriculum.* The guidance curriculum contains the majority of K-12 guidance activities. The curriculum contains the competencies to be developed by students and the activities to assist students in achieving the competencies. It is designed to serve all students.
    - *Individual Planning.* Included in this component are guidance activities to help students understand and monitor their growth and development and take their next steps, educationally or occupationally, with placement and follow-through assistance.
    - *Responsive Services.* This component includes such activities as personal crisis counseling, information giving, and consulting with staff and parents.
    - *System Support.* Included in this component are activities necessary to support the efforts of the other three program components. Such activities as staff development, community research development, and student assessment are included.

### Assess Your Current Program

This step involves generating a list of all the activities school counselors are involved in during the course of a school year. As this process unfolds it will become apparent that some activities listed as guidance activities are, in reality, school maintenance activities, not student development activities. Over the years, they may have been assigned to the guidance department for one reason or another, without much thought given to how they fit together as a guidance program. These activities become the target for displacement as the improved program is implemented.

This step also involves keeping track of staff time during randomly selected weeks of a school year. It is recommended that the four program components be used as categories to keep track of the time. This provides the opportunity to see how time is currently spent in each area and to project the desired amounts of time for the improved program.

### Decide on Student Competencies and Guidance Activities

At this point, but often earlier, consideration is given to the learner outcomes (competencies) of the program. It is recommended that an appropriate number of student competencies (from 15 to 19) be chosen to be acquired by the end of specific blocks of time,—for example, by the end of grade 6, grade 8, and grade 12. It is further recommended that the competencies focus on such topics as self-knowledge and interpersonal skills, career planning and decision making, knowledge of life roles (including the work role, study skills, learning-to-learn skills), and the like. Although most of these competencies will be attended to as a part of the guidance curriculum, activities in the other program components will help students acquire them too. Once student competencies have been identified, the next step is to choose appropriate guidance activities and resources that will aid students in acquiring the competencies.

### Modify Guidance Program Facilities

The facilities required by an improved guidance program are somewhat different than those required by a traditional program. More open space; space for educational, occupational, and personal-social information; space for computerized information systems; and space for small-group activities are required. When and where possible, a guidance resource center or career center becomes the activity center for the guidance program. Thus, if your space was designed for the more traditional program (often around a more medical/clinical model), the challenge is to change that space to a center concept, a place where students can browse, can be included in small- or large-group activities, and can be accommodated in an individual counseling situation.

### Decide What Stays and What Goes

The improved program is not an add on to the current program. Decisions need to be made about which activities from the current program are to be displaced to make room for the desired activities of the improved program. Information gathered from the staff time analysis forms the basis for making decisions. A comparison is made between time spent by counselors in the current program and what the staff feels should be spent. Those activities

## Some Final Points

It is important to remember that the guidance program structure should not be adopted without paying attention to the basic assumptions that form its foundation. For example, one assumption might be that "a guidance program is developmental." Another could be that "a guidance program is an integral and mainstream part of the overall educational program of the school."

In addition, a comprehensive, developmental program, by definition, leads to a guidance curriculum and structured group experiences for all students. Such a program deemphasizes administrative and clerical tasks, one-to-one counseling only, and limited accountability. Such a program is proactive rather than reactive. The counselors who staff it are expected to do more than be in their offices waiting for students to drop in. They have a guidance curriculum to implement and therefore are busy and unavailable for unrelated administrative and clerical duties. They are still expected to do personal and crisis counseling but, in addition, are developing and initiating activities for all students.

Being involved in improving a guidance program may seem overwhelming, but the rewards can be great. More pride in being a counselor often is evident. More support for guidance is generated because guidance is no longer seen as an ancillary service. Instead, it is understood as an essential partner. Most important of all, students, parents, teachers, administrators, and the community are served more effectively.

# Competency-based Guidance Programs: A Model of the Future

---

Clarence D. Johnson
Coordinator of Guidance
Anne Arundel County Public Schools
Annapolis, Maryland

Sharon K. Johnson
Director, Pupil Services
Howard County Public Schools
Ellicott, Maryland

---

The children enrolled in kindergarten this school year (1987-1988) will graduate in the year 2000 A.D. During their 13 years of formal schooling they will acquire the skills in reading, writing, mathematics, and citizenship necessary to live in society. These students will gradually acquire a set of values that will affect their respect for and communication with peers and adults in their life stages. To facilitate the growth of young people into productive citizens, the local, state, and national governments allocate large sums of money yearly to pay salaries, buy materials, and erect and maintain buildings. For this investment in the future, the taxpayers, government, and community leaders ask that students graduate from high school with transfer skills in learning, working, and relating to others. The major question for guidance in this vast effort is, "What do counselors contribute to the youth during their 13 years in public school?" More important is the central question of *"How are students different because of guidance?"*

In answer to this question, there is currently a movement from programs founded in traditional "guidance and counseling services" to programs founded in student results (Johnson and Johnson 1982; Whitfield 1986). The mandate of the Carl D. Perkins Vocational Education Act of 1984 for program accountability, along with the more extensive provisions for guidance, reflects a paradigm shift and has increased the interest in the outcomes of guidance and counseling programs (Hotchkiss and Vetter 1987). Results-based guidance programs provide a framework for organizing the guidance program around designated, immediate, terminal, and long-term results that are consistent with expected developmental stages of learning (Johnson and Johnson 1987). This change in perspective from services to results redirects the focus from "what counselors do" to "how students are different because of the guidance program."

The move to results-based guidance programs is congruent with the current move in education to outcome-based programs (Huff 1985). Both trends reflect what Naisbitt (1982) refers to as the move from short-term to long-term planning. Both outcome-based education and results-based guidance programs focus on the knowledge, attitudes, and skills students should possess to make a successful transition from school to higher education, from school to work, or from school to a combination of both work and higher education. Futurists indicate that there needs to be less emphasis today on learning facts than on assisting students to "learn how to learn" (Barnes 1980). The changing complexity of our world necessitates that education consider the level of competence when students complete the schooling process rather than focus primarily on the completion of a required number of classes or units of study as the only graduation requirement. This goal can be better addressed and evaluated if the educational program and the guidance program coordinate efforts to focus on results for students (outcomes) rather than on processes.

## Characteristics of Results-based Guidance Programs as They Differ from Traditional Guidance Services

To clarify the characteristics of results-based programs as contrasted with traditional guidance services, it is helpful to review the background of the guidance movement in the public school system. Originally, guidance was provided by parents and headmasters who made decisions for students about their future. The movement began essentially as vocational guidance when Frank Parsons founded the Vocations Bureau of Boston in 1908 (Brewer 1942). The school guidance movement, originally vocationally oriented, began when a trained guidance counselor was hired to assist students in matching their competencies with appropriate career choices (Johnson and Johnson 1982).

In the 1920s and 1930s, the mental health movement brought a more personal, diagnostic, clinical orientation to individuals (Gysbers 1978). As the guidance movement progressed, emerging concerns about mental health, human development, and measurement issues resulted in a technique-oriented concept of guidance. A "services" approach, which defined guidance as providing orientation, counseling, placement, information, assessment, and follow-up, was developed. Traditional organizers of the program included processes associated with counseling, consulting, and coordinating. School administrators eventually tried to define guidance in terms of counselor duties—for example, counseling students, interpreting test results, consulting with parents and staff, participating in administrative meetings, and updating student files (Gysbers 1978). In the typical public school of the 1980s, the guidance program is defined by a counselor "role-and-function" statement that has been defined, contested, studied, negotiated, and changed numerous times in response to administrative and counselor input reflecting the needs and trends of the times.

Recent publications have begun to address student results as a focus for development of future guidance programs (Hotchkiss and Vetter 1987). In addition, five research institutions have formed a consortium to collect data on student results of approximately 30,000 students nationwide. The data will be used to estimate effects of career guidance and counseling on intermediate outcomes measured while respondents remain in high school and on employment and educational outcomes measured after respondents leave high school (Hotchkiss and Vetter 1987). The presence of such a study and the interest by major research institutes are other indications of the shift from studying what counselors do to studying how students benefit from guidance programs. The differences among results-based approaches and process-based or role-and-function approaches can be viewed by identifying the intentionality of different types of management.

Two disparate perspectives of management hold that either the desired result *or* the desired process must be held constant in a program (Kiersey and Bates 1973). In a results-based program, in order to achieve the desired program results, the result is held constant and the processes *must* be allowed to vary. Conversely, in a services-based program, the process is held constant; consequently, the results *will* vary.

For example, *if the desired results are held constant for all students* to demonstrate competencies in career decision making, many processes may have to be used because some students can learn from a classroom presentation whereas others cannot. For those who cannot learn auditorily, different methods will have to be used—such as, working with a peer tutor, going through a simulation on a computer, working with parents, or working in a one-to-one or small-group session led by the counselor.

On the other hand, *if the desired process or function is held constant for all students,* some will acquire competencies in making career decisions and some will not. For example, if a counselor presents a large-group guidance activity or function on making career decisions to a large group of students, only some of those students will master the content.

Guidance and counseling services organized around role-and-function statements hold the processes constant. In contrast, a results-based guidance program which ensures that students acquire specific competencies (knowledge, attitudes, and skills) holds the results constant. Since we know that students learn in different ways (Dunn 1982), it follows that a variety of processes will be necessary if *all* students are to gain the desired competencies.

Program evaluation and counselor performance evaluations have been important elements in the change from guidance and counseling services to results-based guidance programs. A services-based program usually measures the numbers or percentage of students who have received a service and how well those students using the service liked the process. On the other hand, the effectiveness of a results-based program is determined by the number of students who demonstrate specific competencies.

School board members, parents, and the community want to know what results they can expect for the money spent on guidance and are, for the most part, less concerned with the processes used to get the results (Ficklen 1987). Statements of role and function assume that all counselors have similar skills and should perform all indicated functions of the job. Thus, in traditional programs, counselors' evaluations are based upon how the individual performance compares with a standard list of processes assigned to all counselors. In a results-based program, counselors are encouraged to apply their unique strengths and abilities to achieve the desired results, and if the program goals are met, counselors' evaluations reflect this success.

The results-based approach to guidance does not address the issue of how a counselor functions within the guidance program, but rather what student results the counselor produces. This emphasis on results focuses the evaluation of the program on student competencies—that is, the knowledge, attitudes, and skills students have acquired. Admittedly, this mandates a paradigm shift not only from how the guidance program is perceived, but also from the traditional perceptions and expectations of the counselors charged with implementing and managing the program.

## Changing Role of the Guidance Counselor

Within the context of a results- or competency-based guidance program, there is no established role-and-function statement for the counselor to follow. The purpose or intentionality of the guidance program is to ensure that *all* students gain predetermined student competencies in guidance-related areas—for example, educational planning (learning to learn), career development (learning to work), and personal/social growth (learning to relate to others). The achievement of these competencies becomes a direct outcome of counselor initiative and creativity. The labor-intensive nature of guidance makes the effectiveness of the individual counselor critical to the success of the program.

Counselor characteristics that are critical to effectiveness in terms of the actual help provided to clients have been the subject of extensive research (Berenson and Carkhuff 1967; Carkhuff 1969; Truax and Carkhuff 1967; Rogers et al. 1967; and Gazda 1972). Findings suggest that the effective counselor offers high levels of the "core" conditions of empathy, warmth, and respect as well as the more action-oriented conditions of concreteness, genuineness, self-disclosure, confrontation, and immediacy. Counselor descriptors that have been shown to be important in traditional programs include high-achieving, flexible, innovative, and enthusiastic (Levell 1965). These characteristics are also necessary for the successful implementation of specific counseling strategies within the results-based guidance program.

However, there are other competencies that may be equally if not more important for counselors to possess within a results-based program approach that have not been emphasized in traditional programs. These include program development, implementation, and evaluation; planning; teamwork; creativity; persuasiveness; and leadership. Therefore, the decision to make the paradigm shift from a guidance services program to a guidance results-based program may have to be accompanied by some staff training for school building administrators and counselors. Also, to make the move from traditional programs, a model or guide would be most helpful. The authors have developed, implemented, and evaluated competency-based guidance programs. The 12 required elements are delineated next and briefly described.

## Competency-based Guidance Program Elements

There are 12 elements in the competency-based guidance program model as noted in figure 1. They are (1) the purpose, (2) the philosophy, (3) the conceptual model, (4) the goals, (5) the student competencies, (6) the management system, (7) the counselor agreements, (8) the needs data, (9) the plans, (10) the student monitoring system, (11) the advisory council, and (12) the master calendar of events. Each of these elements is discussed next in more detail.

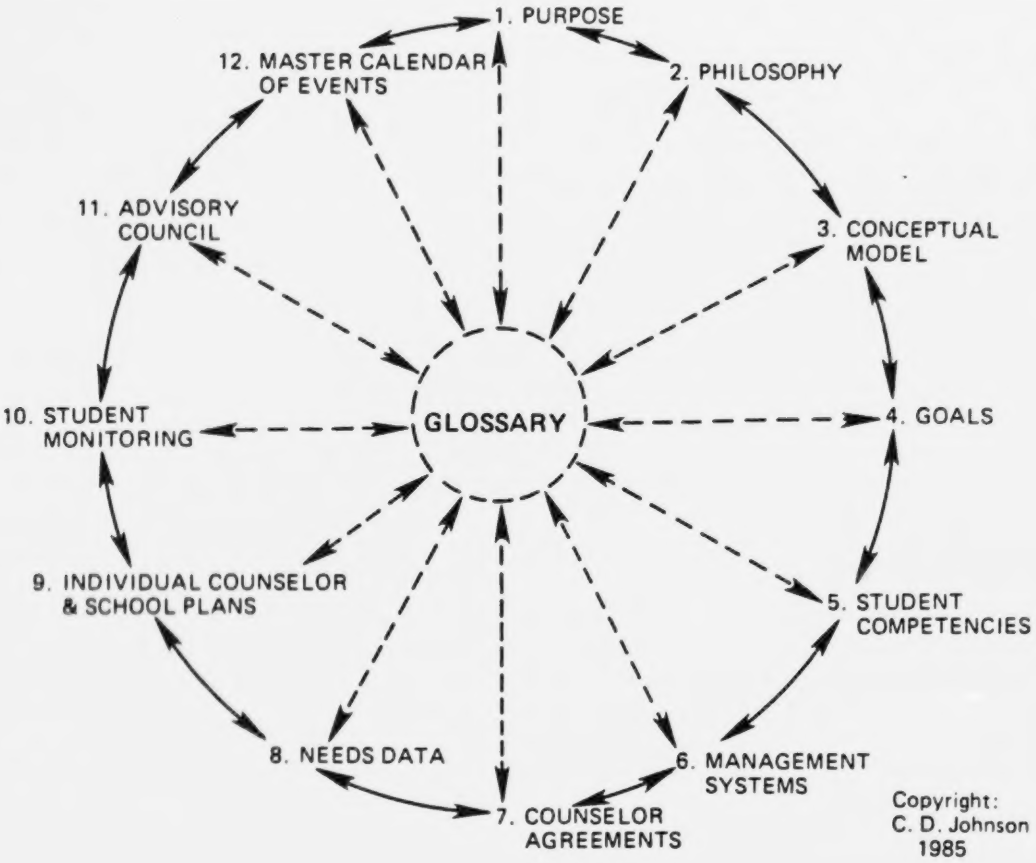

1. PURPOSE
2. PHILOSOPHY
3. CONCEPTUAL MODEL
4. GOALS
5. STUDENT COMPETENCIES
6. MANAGEMENT SYSTEMS
7. COUNSELOR AGREEMENTS
8. NEEDS DATA
9. INDIVIDUAL COUNSELOR & SCHOOL PLANS
10. STUDENT MONITORING
11. ADVISORY COUNCIL
12. MASTER CALENDAR OF EVENTS
GLOSSARY
Copyright: C. D. Johnson 1985

**Figure 1. The 12 elements of a competency-based guidance program model.**

### 1. Purpose

The purpose of guidance statement reflects the intentionality of the program and must be commensurate with the educational purpose of the school system within which the program is operating. For example, if the mission of the system is to promote lifelong learning, the purpose statement for guidance would necessarily include learning to learn as a priority intention. It is important that the guidance program support and facilitate the district mission. The purpose statement is the avenue to make clear the relationship between the educational system and the guidance program. The statement should be short, comprehensive, and specific as to what guidance will contribute.

A sample purpose statement might be: "The guidance program has been developed to ensure that all students in the _________ School District acquire and demonstrate competencies (knowledge, attitudes, and skills) needed in educational planning, career development, and personal/social development in preparation for meaningful participation in a complex, changing world."

(The parallel mission statement of the district was: "The mission of the ________ Public Schools is to prepare students for a lifetime of learning and productive, meaningful participation in a complex, changing world.")

### 2. Philosophy

The philosophy consists of a set of belief statements that provides guidelines for counselors and administrators for the guidance program development, implementation, and evaluation. The beliefs may change over a period of time, but will be used at all times for making decisions regarding the program. Therefore, it is important that all counselors and administrators understand and support the philosophy of the program. The statements of belief ought to specify that the program is for all students and will be developmental, who will manage the program, that counselor competency renewal will be included, and that professional ethics will be followed. It is also important that the statements of belief be arrived at by consensus of those involved.

### 3. Conceptual Model of Guidance

The content areas included in the guidance program are best presented through the use of a conceptual model that has been developed and researched for validity. The model (Wellman 1964) adopted for use in the competency-based program developed by the authors provides a structure that simplifies guidance content into four content domains, three types of learner competencies, and grade or developmental levels. The use of a geometric model (figure 2) facilitates implementation by providing an easy-to-use structure of content, outcome types, and grade level of students.

The four content domains of guidance are educational (learning to learn), career/occupational (learning to work), personal/social (learning to relate to others), and leisure (learning to play). All are inter-related, yet the division allows more precise planning for results in each area.

### 4. Goals

With the use of a conceptual model, the number of goals is reduced to four—one for each domain. The goals are stated in terms of desired student results rather than counseling efforts; that is, "All students will acquire and demonstrate competencies in ________," rather than, "Each counselor will assist students in planning for ________." By focusing on the student result, the processes and resources needed to reach the goal remain flexible. Therefore, the achievement of the goal becomes the result of counselor initiative and creativity rather than focusing the counselors' efforts on fulfilling prescribed functions in the hope that the indicated functions will help students. Sample goals for three of the domains are found in sample 1, which appears at the end of the chapter.

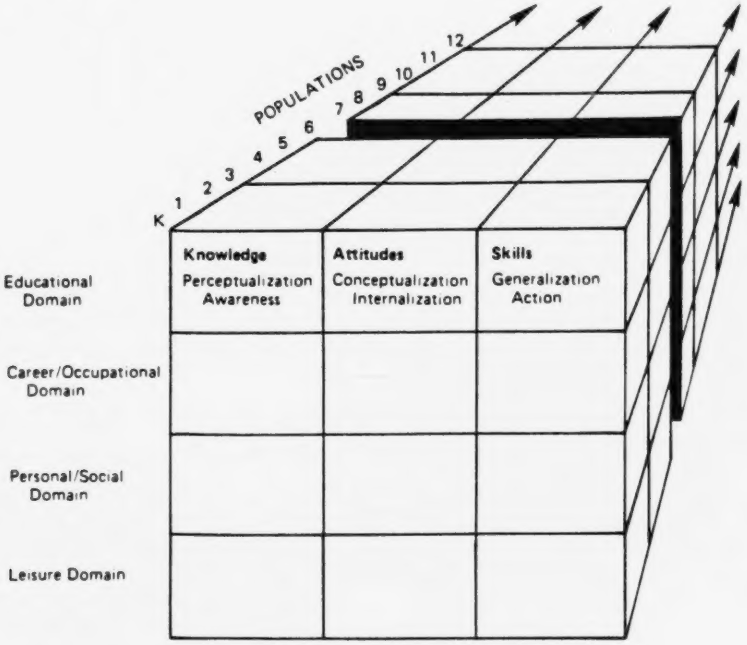

POPULATIONS
K
1
2
3
4
5
6
7
8
9
10
11
12
Knowledge
Perceptualization
Awareness
Attitudes
Conceptualization
Internalization
Skills
Generalization
Action
Educational Domain
Career/Occupational Domain
Personal/Social Domain
Leisure Domain

Figure 2. Graphic presentation of the conceptual model

### 5. Student Competencies

A competency is a developed knowledge, attitude, or skill that is observable and can be transferred from a learning situation to a real-life situation. It also involves the production of a measureable outcome. Competencies are used to define further for counselors, students, parents, and staff the indicators which can be used to ensure that students are moving toward the stated goal. There are many well-researched lists of learner outcomes within the fields of guidance and career education that can be used as a beginning point for a school. However, it is important to match the desired competencies with the specific goal, with the unique characteristics of the population, and with the resources available. If the indicated competencies that are to be reached within the given program parameters are too limited, then perhaps the allocated resources are less than needed and decision makers must be apprised. A comprehensive list of competencies can be used for comparison to demonstrate the level of program that can be achieved within the allocated resources of a specific school or district.

### 6. Management

Management for results causes the allocation of resources (including personnel, materials, and facilities) to match the specified goals. A comparison of product management (management for results) and process management is as follows:

| **PRODUCT** | **PROCESS** |
|---|---|
| • Primary concern is focused on the competencies students learn and demonstrate. | • Primary concern is focused on how an activity will operate and how many students will be involved. |
| • Individual counselors are responsible for specific student results. | • Counselors are accountable for the number of students who use the counseling services and/or go through a specific process. |
| • Team members have different skills and make unique contributions. Differential staffing is encouraged. | • All counselors are responsible for doing the same processes, which are usually listed in the "role and function" statement. |
| • This type of management believes students learn differently; therefore, different activities will be used in order to ensure that *all students* gain competencies. | • This type of management believes students learn the same; therefore, one activity will be used for all students. |
| • This type of management encourages creativity in the use of resources and new processes. | • This type of management encourages standard activities for all counselors. |

Results management calls for rethinking old ways of gaining results and may require new processes to ensure that all students acquire specific competencies. The management system recommended is a reciprocal model in which both the counselor and the principal assume responsibility for determining the specific results the individual counselor will contribute, the plans for achieving the results, and the means for evaluating the results.

| **COUNSELOR** | **PRINCIPAL** |
|---|---|
| • *Produces results agreement.* (Counselor lists the specific competencies and populations to be addressed.) | • *Audits counselor's results agreement.* (Principal must ensure that the individual counselor's contributions are appropriate to the educational program. In addition, the principal must look at the composite of results agreements of all counselors to seek balance and comprehensiveness of guidance program contributions.) |

| | |
|---|---|
| • *Negotiates results agreement.* (Counselor and principal agree on contributions to be made by the counselor.) | • *Negotiates results agreement.* (Principal signs acceptance of the results agreement.) |
| • *Produces and negotiates results plan to achieve results.* | • *Audits and negotiates results plan to achieve results.* |
| • *Implements plan.* | • *Monitors activities.* |
| • *Produces assessable evidence of results achieved.* | • *Validates results evidence.* |
| • *Acquires new competencies.* | • *Coaches new behaviors.* |

### 7. Results Agreements

Each counselor produces a statement of student results that he or she will contribute. The results agreement includes five different sections. The program results comprise the major part of the agreement and include the specific population to be addressed (e.g., all ninth graders, all vocational students) and the competencies that will be acquired. In addition, there are sections indicating results to be obtained with referred students, staff, parents, and the counselor. The self-improvement section is particularly valuable for determining staff development activities, workshops to be attended, and professional publications to be purchased to meet the stated competencies. The last section lists duties and tasks assigned by the principal. A goal of competency-based guidance is to limit the assigned responsibilities to tasks that will take no more than 10-15 percent of a counselor's time or no more time for general school responsibilities than any other staff member might assume.

When the counselor completes the document, a meeting is scheduled with the administrator to negotiate each item. During this time, the principal may want to add items, make suggestions, or delineate items. However, this is a time of consensus. What is added may be under the results or under assigned tasks.

### 8. Needs Data

Periodically, counselors and/or administrators require confirmation of the need for specific outcomes or processes. To validate chosen emphases in a school, counselors may choose to complete an assessment of needs prior to the planning processes. To assist counselors in identifying specific needs, a survey instrument, the "Individual Guidance Assessment" (Johnson 1983), is available. It provides individual students with an opportunity to identify specific career and educational planning areas in which they would like assistance. The survey results include two copies of an individual student profile. It is suggested that one of the copies be given to the parents to assist them in helping their child. The second copy is used by the counselor to assist the student in the areas of indicated need. The results also include data summaries for the school by item, by item by grade, by item by grade by counselor, by college/university selection of each student, and by career/occupational selection of each student. A district summary includes a total on each item by grade level for each student using the survey.

### 9. Individual Counselor Plans

After the principal and counselors have agreed upon the results and assigned duties and tasks (results agreements), the counselors complete their plans on how they expect to achieve the agreed-upon results. The plan includes the competencies, activities, materials, time for activity completion, who is responsible for each activity, the criteria for success, and how the activity will be evaluated. The plans are negotiated with the principal, at which time necessary modifications are suggested and approval is given. The plans should include progress reports to be submitted to the principal at predetermined intervals.

### 10. Student Monitoring

Many different processes are used to monitor student progress, including report cards, deficiency/efficiency notices when earned, parent-teacher conferences, and individual counseling conferences for students who do not perform up to academic expectancy. A process is also needed for monitoring the student's progress in acquiring the educational and career planning competencies.

An educational and career planning folder can be used so that each student will have a specific place to record the information needed in educational planning and career choice. The information includes personal strengths, interests, goals, work history, academic history, career selections, and educational plans. The folder belongs to the student; however, it is the counselor's responsibility to plan and implement a program that helps *all students* get the information, record it in the folder, and use it appropriately in planning an educational program and in developing a career plan. It is also the counselor's responsibility to design and implement a program for parents to review their child's individual progress in acquiring competencies in educational planning and career/occupational decision making.

The folder should be started during the student's first year at a school and should follow the student when he or she leaves. It is recommended that the folder be kept for the student in the Career Resource Center or Guidance Center where many of the guidance activities are implemented and where students have easy access to it for recording information and planning. For purposes of monitoring, each entry in the folder should be validated for accuracy and/or demonstration by a teacher, counselor, administrator, or parent.

### 11. Advisory Council

The advisory council is charged with auditing the guidance goals and objectives and with making recommendations to the school principal or district superintendent and the local board of education (Johnson and Johnson 1987). It is recommended that any school with one or more counselors form a programming advisory council that represents the school community (e.g., parents, teachers, counselors, administrators, students) and that the district also have an advisory council that represents the community (e.g., citizen groups, industry and business, local government, and other community members). It is through the activities of an advisory council that the specific goals and priorities for a school or district are validated by the population being served.

### 12. Master Calendar

The guidance team at each school should keep a master calendar of guidance events for the school year. Such a calendar is useful in planning activities throughout the year. The calendar can be shared with teachers so that they have knowledge of what and when counselors are contributing. The yearly calendar might also be shared with students and parents so that they can plan and discuss according to what is relevant to them. Copies of the calendar should be shared with appropriate district office personnel and consideration should be given to sharing copies with members of the board of education.

### 13. Glossary

It is essential that a glossary be completed of all terms that staff, parents, students, and community members might want explained. The glossary is formed by selecting words or terms from the statement of purpose, philosophy, model, goals, competencies, and other guidance-related documents. The glossary should include, minimally, clear definitions of the terms guidance program, counseling, results agreements, purpose, philosophy, goals, competencies, plans, advisory council, learning, developmental stages, community, American Association of Counseling and Development, management, administration, leadership, and systems.

## Summary

In order to answer the question, "How are students different because of guidance," the authors have developed results-based guidance and pupil services programs. In making the paradigm shift from guidance programs that center on providing services to programs centered on students' acquiring knowledge, attitudes, and skills, a systems approach is recommended. The system elements include a statement of purpose, a philosophy, a conceptual model, goals, related student competencies, a management system, results agreements, needs identification, results plans, student monitoring, advisory councils, a master calendar, and a glossary. A brief explanation of each element was provided with examples.

## References

Barnes, Ronald E. "An Educator Looks Back from 1966." In *Education and the Future*, edited by L. Jennings and S. Cornish. Washington, DC: World Future Society, 1980.

Berenson, B.G., and Carkhuff, R.R., eds. *Sources of Gain in Counseling and Psychotherapy: Readings and Commentary*. New York: Holt, Rinehart, and Winston, 1967.

Brewer, J.M. *History of Vocational Guidance*. New York: Harper and Row, 1942.

Carkhuff, R.R. *Helping and Human Relations*, vol. 1 of Selection and Training. New York: Holt, Rinehart, and Winston, 1969.

Dunn, Rita. *Teaching Students through Their Individual Learning Styles: A Research Report*. Reston, VA: National Association of Secondary School Principals, 1982.

Ficklen, Ellen. "Why School Counselors Are So Tough to Manage and Evaluate." *The Executive Educator* 9, no. 5 (May 1987): 19-20

Gazda, George. *Group Counseling: A Developmental Approach*. Boston: Allyn and Bacon, 1972.

Gysbers, N. "Career Guidance at the Crossroads." In *New Imperatives for Guidance*, edited by G.R. Walz and L. Benjamin. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse, 1978. (ED 167 940)

Hotchkiss, Lawrence, and Vetter, Louise. *Outcomes of Career Guidance and Counseling*. Columbus: National Center for Research in Vocational Education, The Ohio State University, 1987.

Huff, Thomas P. "Avoiding Hucksters, Fakirs, Gurus, and Other Academic Heretics: Analyzing Outcome-based Educational Programs." *The Clearing House* 59 no. 1 (1985): 16-19.

Johnson, Clarence D., and Johnson, Sharon K. "Competency-based Training of Career Development Specialists or Let's Get Off the Calf Path." *Vocational Guidance Quarterly* 30 (1982) 327-35.

Johnson, S.K. and Johnson, C.D. "Evaluation of Guidance Programs." Ellicott City, MD: Howard County Public Schools, 1987.

Johnson, C.D.; Johnson, S.K.; and Gerstein, M. "Guidance 2000 AD." Annapolis, MD: Anne Arundel County Public Schools, 1987.

Kiersey, D., and Bates, M. *Results System Management*. Monograph no. 6. Fullerton, CA: California Personnel and Guidance Association, 1973.

Levell, James Preston. *Secondary School Counselors: A Study of Differentiating Characteristics."* (Doctoral dissertation, University of Oregon). *Dissertation Abstracts International* 26, no. 8 (February 1966): 4452.

Naisbitt, John. *Megatrends: Ten New Directions, Transforming Our Lives*. New York: Warner Books. 1982.

Rogers, C.R.; Gendlin, E.T.; Kiesler, D.J.; and Truax, C.B.; eds. *The Therapeutic Relationship and Its Impact: A Study of Psychotherapy with Schizophrenics*. Madison, WI: University of Wisconsin Press, 1967.

Truax, C.V., and Carkhuff, R.R. *Toward Effective Counseling and Psychotherapy: Training and Practice*. Chicago: Aldine, 1967.

Wellman, Frank. *The National Study of Guidance Taxonomy of Objectives*. Monograph no. 3. Fullerton, CA: California Personnel and Guidance Association, 1964.

Whitfield, Edwin. "President's Message." *NVGA Newsletter*, March 1986.

## SAMPLE 1

## GUIDANCE GOALS AND COMPETENCIES IN THREE DOMAINS

### Educational Domain

GOAL: All students in Anne Arundel County Public Schools will acquire and demonstrate competencies in developing an educational program that fulfills their individual learning style, goals, and objectives and provides skills in dealing constructively with and contributing to society.

Each student will acquire and demonstrate competencies in the following:

- Studying and test taking
- Utilizing resources, exercising rights and responsibilities, and following rules and regulations
- Problem solving and planning educational programs

### Studying and Test Taking

| | Knowledge | Attitudes | Skills |
|---|---|---|---|
| 12[1] | • Show ability to prioritize demands/tasks<br>• Identify memorizing techniques<br>• Discuss how to prepare for different types of tests<br>• Interpret the meanings of cue words used in tests<br>• Identify how to organize material being tested<br>• Acquire knowledge of how to use test results to diagnose weaknesses in studying techniques<br>• Describe time management techniques in test taking<br>• Identify strongest and weakest academic aptitudes<br>• Explain how to reduce stress in self | • Seek opportunities to broaden and enhance personal knowledge and skills<br>• Use time efficiently to complete assigned work<br>• Use stress reduction techniques<br>• Acknowledge academic aptitudes | • Demonstrate effective study skills<br>• Demonstrate critical listening skills<br>• Manage time in test taking<br>• Demonstrate effective stress reduction techniques<br>• Select school courses that match academic strengths and weaknesses |

---

[1] Numbers in this column indicate that competencies are to be demonstrated by the end of this grade level. The appearance of two numbers indicates application to either junior high or middle school. For example, when numbers 9 and 8 appear, competencies are to be demonstrated by the end of grade 9 in junior high school and grade 8 in middle school. When 5 and 6 appear, competencies are to be demonstrated by the end of grade 5 in K through 5 schools and grade 6 in K through 6 schools.

## Studying and Test Taking (cont.)

| | Knowledge | Attitudes | Skills |
|---|---|---|---|
| 9<br>8 | • Practice time management principles<br>• Describe effective techniques for studying<br>• Identify memorizing techniques<br>• Discuss how to prepare for different types of tests<br>• Interpret the meanings of cue words used in tests<br>• Identify how to organize material being tested<br>• Describe own learning style<br>• Identify own academic strengths | • Accept responsibility for homework<br>• Practice time management in test taking | • Plan and organize for long-term projects<br>• Demonstrate critical listening skills |
| 6<br>5 | • Explain appropriate environment for homework<br>• Discuss organization of one's time and energy to get things done<br>• Interpret meanings of cue words used in tests | • Complete required work<br>• Work to strengthen academic weaknesses<br>• Use time management skills | • Demonstrate ability to organize time for homework<br>• Demonstrate listening skills<br>• Model memorizing techniques |
| 2 | • Identify meanings of cue words used in tests | | • Organize personal property for the purpose of learning<br>• Demonstrate following directions |

## Resources, Rights, and Regulations

| | Knowledge | Attitudes | Skills |
|---|---|---|---|
| 12 | • Describe all characteristics of one's school environment<br>• Identify own rights and responsibilities<br>• Describe school environment in terms of rooms and location of personnel<br>• Identify school rules and regulations<br>• List graduation requirements<br>• Know available electives | • Recognize the importance of going above and beyond minimal requirements in certain situations<br>• Accept tentative solutions/decisions to problems<br>• Follow school rules and regulations<br>• Assume responsibility for own behavior<br>• Engage in one or more school-related extra-curricular activities | • Enroll in a course of study to further educational goals<br>• Maintain appropriate classroom and school behavior<br>• Use appropriate resources and opportunities to reach educational goals |

## Resources, Rights, and Regulations (cont.)

| | Knowledge | Attitudes | Skills |
|---|---|---|---|
| | • Describe course prerequisites<br>• Describe available extracurricular activities<br>• Identify available courses at the vocational-technical center<br>• List university, 4-year college, and community college entrance requirements<br>• Describe educational opportunities available in the local community | | |
| 9<br>8 | • Know courses available at the vocational-technical center<br>• Know graduation requirements<br>• Know available elective courses<br>• Know course prerequisites<br>• Know available extracurricular activities | • Explore alternatives willingly<br>• Follow school rules and regulations | • Engage in appropriate classroom and school behavior |
| 6<br>5 | • Identify the role and location of selected school personnel | • Consider viewpoints of others willingly<br>• Use the Media Center resources | • Maintain appropriate classroom and school-related behavior |
| 2 | • Identify the location of the school's resources, e.g., principal, Media Center, etc.<br>• Recognize the roles of various school personnel<br>• Know the school and classroom rules and regulations | • Engage in appropriate classroom behavior | • Maintain appropriate classroom and school-related behavior |

## Problem Solving and Planning

| | Knowledge | Attitudes | Skills |
|---|---|---|---|
| 12[1] | • Prioritize educational needs<br>• Describe the systematic problem-solving elements<br>• List the parts of a systematic planning process<br>• Demonstrate an awareness of decisions made by students using group and individual activities<br>• Describe the brainstorming process<br>• Recognize the relationship of personal goals and expectations to short- and long-term consequences of actions | • Search for alternative solutions to problems<br>• Plan effectively<br>• Accept consequences of decisions | • Solve problems systematically<br>• Demonstrate use of brainstorming techniques in problem solving<br>• Use planning techniques in reaching educational goals<br>• Use planning skills to select and implement an educational program with emphasis and electives that are consistent with measured abilities, interests, and short- and long-range educational goals<br>• Evaluate current educational program to determine success in meeting personal needs and goals |
| 9<br>8 | • List the elements of systematic problem solving<br>• Demonstrate awareness of specific decisions and the consequences of each of the decisions made by groups and individuals | • Search for alternative solutions to problems<br>• Use planning skills in completing expected work | • Solve problems systematically<br>• Demonstrate brainstorming techniques<br>• Use planning techniques in completing educational goals |
| 6<br>5 | • Name problem-solving elements of needs, solution requirements, alternative solutions, task analysis, and evaluation | • Engage in systematic problem solving<br>• Participate in classroom problem-solving and planning process | • Demonstrate brainstorming techniques in problem solving<br>• Assess consequences of each alternative solution to a problem |
| 2 | • Describe problem-solving processes | • Participate in classroom problem-solving and planning processes | |

## Career/Occupational Domain

GOAL: All students in Anne Arundel County Public Schools will acquire and demonstrate competencies in planning and preparing for a career that relates to their career/occupational goals and objectives and to their assessed aptitudes, attitudes, and interests.

Each student will acquire and demonstrate competencies in the following:

- Knowledge of personal characteristics
- Knowledge of the world of work
- Career decision making and planning
- Finding and keeping employment

### Knowledge of Personal Characteristics

| | **Knowledge** | **Attitudes** | **Skills** |
|---|---|---|---|
| 12 | • Describe career/occupational interests, aptitudes, work values, and talents | • Acknowledge contributions of self and others | • Develop a profile of personal characteristics based on school work, test results, and extra-curricular activities[2]<br>• Select and enroll in required and elected courses that match assessed career-related interests, aptitudes, and talents<br>• Evaluate attitudes and behaviors and their effect on functioning in work situations |
| 9<br>8 | • Identify personal career/occupational interests, aptitudes, and talents<br>• Identify positive attitudes toward work<br>• Recognize that schooling is necessary for future careers<br>• Identify sources for information about self | • Select elective courses that relate to assessed career/occupational interests, aptitudes, and talents<br>• Demonstrate an understanding and appreciation of own skills, interests, and attitudes | Demonstrate assessment and consideration of interests, aptitudes, and talents<br>• Develop an individual career plan or profile that includes high school program selections, tentative career goals, and alternative ways to reach those goals using personal characteristics and career information[2] |

---

2. Guidelines will be developed prior to implementation.

### Knowledge of Personal Characteristics (cont.)

| | Knowledge | Attitudes | Skills |
|---|---|---|---|
| | • Recognize that each individual is a consumer, producer, and citizen and, as such, has certain rights and responsibilities<br>• Identify personal work strengths and competencies | | • Analyze abilities and interests in terms of desired occupational areas |
| 6<br>5 | • Compare personal characteristics with those of others | • Complete work on time, neatly, and in its entirety<br>• Work cooperatively with team members to complete tasks<br>• Use competencies in completing tasks<br>• Demonstrate appreciation for contributions of self and others | • Relate interests and abilities to specific occupational roles |
| 3<br>2 | • Describe work-related personal characteristics<br>• Identify attitudes and behaviors that help in performing a task<br>• Identify people who are working together toward a common goal and explain how the work of each person contributes to the achievement of that goal | • Demonstrate acceptance of others' interests and abilities | |
| K | • Identify basic economic needs and wants and discuss how these are provided<br>• Identify and discuss reasons why some work activities are personally satisfying | | |

## Knowledge of the World of Work

| | Knowledge | Attitudes | Skills |
|---|---|---|---|
| 12 | • Demonstrate knowledge of the nature, structure,[2] and requirements of work<br>• Describe the basic requirements for employment in specific jobs (e.g., special tools, clothing)[2]<br>• Identify and describe various ways of entering the world of work (e.g., vocational training, apprenticeship, cooperative education)[2]<br>• Identify the skills, knowledge, and training required for major occupational categories<br>• Identify criteria for selecting programs, schools, and courses designed to prepare an individual for a job<br>• Identify educational opportunities available in selected careers<br>• Identify occupations that relate to personal interests, aptitudes, and values | | • Utilize school and community resources to obtain career information |
| 9 | | | |
| 8 | • Demonstrate a knowledge of the world of work through occupational categories or career clusters and the associated jobs and requirements<br>• Describe three career clusters<br>• List five jobs in each of the three clusters<br>• List the knowledge, training, and skill requirements in each of the five jobs in the three clusters[2]<br>• Identify school subjects that help develop skills, knowledge, and training needed in specific jobs[2] | | • Use occupational information-seeking skills to match occupational/career requirements with worker traits<br>• Classify workers into occupational areas and characterize them as producing goods or services<br>• Analyze various work activities in terms of the processes, skills, and concepts derived from basic education necessary to their accomplishment |

### Knowledge of the World of Work (cont.)

|  | Knowledge | Attitudes | Skills |
|---|---|---|---|
|  | • Identify job characteristics that may affect career choice (schedule, benefits, conditions)<br>• Recognize that several types of individuals may perform in the same job or occupation<br>• Recognize that a range exists of the abilities, interests, and personality traits required for a given job or occupation |  |  |
| 6<br>5 | • Demonstrate knowledge of broad categories of work and workers (e.g., health workers, food producers, community workers, salespersons)<br>• List the advantages that people derive from their work<br>• Identify 10 career clusters and list three different jobs in each<br>• Develop an awareness of behavior that is appropriate for a particular work situation |  | • Classify workers into occupational areas and characterize them as producing goods or services |
| 2 | • Describe the work done by various kinds of people in the community (e.g., mail carrier, sanitation worker, nurse)<br>• Identify the different kinds of work people do in the home, school, and community<br>• Identify the skills, tools, and materials needed to perform a job |  |  |

## Decision Making and Planning

| | Knowledge | Attitudes | Skills |
|---|---|---|---|
| 12 | • Examine plans and choices to be made to use available resources effectively, both as consumers and as producers<br>• Identify employers and job opportunities in the local and surrounding communities<br>• Match local occupational opportunities with personal interests and abilities<br>• Identify job characteristics that may affect career choice (e.g., benefits, working conditions), including nontraditional occupations<br>• Identify occupations that relate to personal interests, aptitudes, and values[2]<br>• Demonstrate the ability to evaluate programs designed to prepare an individual for a particular job (e.g., private trade school, apprenticeship)<br>• Develop a profile of personal characteristics based on school work, test results, and extra-curricular activities[2]<br>• Identify alternative personal career goals[2]<br>• Identify alternative ways for reaching career goals (immediate and long-range)[2]<br>• Demonstrate skills in using school and community resources to obtain career information<br>• Develop long-range career goals (3-5 years) as part of the career plan | • Participate in a realistic work situation as part of the school program or as a worker in the community | • Select educational and training programs in terms of needs, interests, abilities, and values that will assist in converting vocational preference into reality<br>• Demonstrate the ability to identify and relate personal qualities to employment<br>• Demonstrate career planning and development skills<br>• Demonstrate the ability to perform and to learn satisfactorily in a work setting<br>• Project a career plan that will reflect abilities and interests |

### Decision Making and Planning (cont.)

| | Knowledge | Attitudes | Skills |
|---|---|---|---|
| 9<br>8 | • Identify the major elements of a career plan<br>• Recognize that one's goals and the methods of attaining those goals may change<br>• Recognize that career decisions begin early and continue throughout one's lifetime<br>• Recognize the importance of alternatives in any plan<br>• List sequentially the steps and procedures involved in making education and career decisions[2]<br>• List four kinds of information needed to make career decisions<br>• List four kinds of information needed to make career decisions<br>• Identify three community or school sources of career information[2] | • Explore a wide range of careers as they reflect interest and abilities<br>• Use planning and decision making competencies in reaching personal goals | • Make tentative occupational choices in terms of interests, capacities, and values<br>• Demonstrate decision-making skills<br>• Develop an individual career plan or profile that includes high school program selections, tentative career goals, and alternative ways to reach those goals[2] |
| 6<br>5 | • Describe elements of decision-making<br>• Describe elements of planning<br>• Identify kinds of information needed in career decision making | • Use information-seeking skills in making decisions<br>• Finish steps/tasks of plan on time | • Use planning skills in goal attainment activities<br>• Locate and use information needed in career decision making |
| 2 | • Describe elements in making a decision | • Use decision-making elements in classroom activities | • Plan classroom-related projects |

## Finding and Keeping Employment

| | Knowledge | Attitudes | Skills |
|---|---|---|---|
| 12 | • Identify qualities and skills that employers commonly seek in job applicants[2]<br>• Identify educational opportunities available in selected careers[2]<br>• Describe the importance of time in a work setting[2]<br>• Describe the necessity for correct appearance, punctuality, and task completion<br>• List the major elements in locating work<br>• Describe the competencies needed to apply for work<br>• Describe the competencies needed to keep a job | • Be punctual with work assignments<br>• Use Career Resource Center materials in job finding and job keeping<br>• Cooperate with others in completing tasks<br>• Dress appropriately<br>• Follow rules and directions | • Demonstrate accurate resume completion<br>• Demonstrate competence in correctly completing a work application<br>• Demonstrate skills, attitudes, and behaviors important for a job interview[2]<br>• Demonstrate the ability to apply basic skills in a work setting<br>• Demonstrate basic entry-level skills related to finding and keeping employment<br>• Demonstrate responsible behavior appropriate for a particular work setting[2] |
| 9<br>8 | • Identify qualities and skills that employers often seek in job applicants<br>• Identify potential work opportunities in neighborhood | • Demonstrate willingness to accept responsibility for one's actions<br>• Follow rules and directions | • Analyze an occupation for desired worker traits<br>• Identify and practice attitudes and behaviors that generally apply to any work situation<br>• Demonstrate ability to plan work, carry out the plan, and evaluate the effectiveness of the plan<br>• Demonstrate interpersonal and human relations skills necessary for successful employment |
| 6<br>5 | • Describe worker traits | • Follow rules and directions<br>• Complete work<br>• Work as a team member | • Follow rules and directions |
| 2 | • Name good worker traits | • Demonstrate personal pride in work accomplished<br>• Demonstrate punctuality and good attendance | • Demonstrate basic work habits and skills (i.e., interpersonal relationship skills, punctuality)<br>• Demonstrate ability to respond positively to direction and instruction |

### Finding and Keeping Employment (cont.)

| Knowledge | Attitudes | Skills |
|---|---|---|
| | | • Demonstrate ability to relate to peers and teachers<br>• Follow classroom rules |

## Personal Social Domain

GOAL: All students in Anne Arundel County Public Schools will acquire and demonstrate competencies in effective interpersonal communication and in recognition of the contributions by self and others.

---

Each student will acquire and demonstrate competencies in the following:

- Effective interpersonal communication
- Recognizing own and others' contributions

---

### Effective Interpersonal Communication

| | Knowledge | Attitudes | Skills |
|---|---|---|---|
| 12 | • Recognize patterns of nonverbal behaviors<br>• Identify own communication style<br>• Identify the ways in which physical and social environment affects one's attitudes toward self, others, and ways of living<br>• Identify persons and organizations from whom one can get assistance with personal concerns | • Appreciate unique differences of self and others<br>• Respect each individual's worth and dignity<br>• Recognize feelings of others | • Use alternative behaviors in dealing with own needs and feelings<br>• Use skills needed to manage interpersonal relationships<br>• Demonstrate skills for resolving interpersonal conflict<br>• Use styles of interaction that contribute to individual and group goals<br>• Use communication style in contributing to others |
| 9 | • Identify personal and interpersonal communication style<br>• Recognize the patterns of one's beliefs and the behavior patterns associated with them[2]<br>• Recognize the effect of one's behavior on others | • Contribute to one or more school-related groups<br>• Recognize feelings of others | • Demonstrate appropriate communication skills in interpersonal relationships<br>• Demonstrate effective listening skills |

## Effective Interpersonal Communication (cont.)

| | Knowledge | Attitudes | Skills |
|---|---|---|---|
| 6 | • Recognize individual capabilities and limitations as related to individual roles<br>• Identify the ways in which physical and social environment affects one's attitudes toward self, others, and ways of living | • Recognize feelings of others<br>• Belong to a school-related social group<br>• Recognize that others see one differently from how one perceives self | • Demonstrate listening skills<br>• Model specific communication styles<br>• Use *appropriate* coping responses during times of personal stress |
| 3 | • Identify communication patterns of self and others<br>• Describe requirements for getting along with others | • Recognize feelings of others<br>• Recognize that others may be trusted<br>• Demonstrate a respect for one's environment and the property of others<br>• Cooperate in work and play | • Use appropriate styles of communication with classmates |

## Recognizing Own and Others' Contributions

| | Knowledge | Attitudes | Skills |
|---|---|---|---|
| 12 | • Identify one's need to belong to a group<br>• Identify one's need to belong to a group<br>• Identify ways to capitalize on personal strengths<br>• Prioritize own needs<br>• Identify needs of various societal groups | | • Use social behaviors that show responsibility and independence<br>• Use communication style and personality type in contributing to others |
| 9 | • Identify one's need to belong to a group<br>• Identify own personal strengths | • Search for alternatives in fulfilling personal needs<br>• Contribute to one or more school-related groups | • Use social behaviors that show responsibility and independence |
| 6 | • Describe one's need to belong to a group<br>• Identify various alternatives for contributing to other students | • Show respect for others as individuals of worth and dignity | • Follow rules, accept direction, and take responsibility |
| 3 | • Identify various alternatives for contributing to other students | • Indicate a wholesome attitude toward self | • Follow rules, accept direction, and take responsibility |

# Parents and Their Early Adolescents' Career Development

Luther B. Otto
Professor and Head
Department of Sociology and Anthropology
North Carolina State University
Raleigh, North Carolina

Young people say that choosing careers is one of the biggest problems they face. In this paper I discuss career development from the perspective of parents of early adolescents. I provide a rationale for involving parents more directly in their sons' and daughters' career decisions; review the content of "Today's Youth and Tomorrow's Careers," a seminar that is designed to help parents help their children choose careers; sketch a profile of parents who have participated in "Today's Youth and Tomorrow's Careers" seminars; and summarize parents' evaluations of the program.

## A Rationale for Parental Involvement

For nearly two decades young people have been saying that they want more help choosing careers. That need was noted early in the 1970s in the American College Testing nationwide study of young people's career development (Prediger, Roth, and Noeth 1973) in which 78 percent of the eleventh graders said they wanted more help making career plans. The same theme has been echoed in youth studies over the last decade [e.g., Otto, Call, and Spenner (1981); Peng, Fetters, and Kolstad (1981); Chapman and Katz (1983); Bachman, Johnson, and O'Malley (1982); Prediger and Sawyer (1985)]. Two-thirds to three-fourths of young adolescents regularly report major problems in choosing and preparing for occupational careers.

Parents, too, are concerned about their children's careers. In the Ninth Annual Gallup Poll of the public's attitude toward the public schools (Gallup 1978), the Gallup organization eports that parents of young people ages 13 to 20 say that one of their biggest parenting oncerns was "how to help my child choose a career."

In a more recent survey (Gallup 1985), American adults rated the importance of 25 oals of education. Adults ranked "developing an understanding about different kinds of obs and careers" as the third most important goal, and they ranked "helping students make alistic plans for what they will do after high school graduation" in a tie for sixth in mportance on the list. Parents, like young people, rank career guidance high on their list of oncerns.

High schools, teachers, and counselors have tried to meet the need, but schools are not ble to give young people the individualized career guidance attention they need. Schools

The Guidance Program Self-Study document provides a vehicle that guides counselors through the steps in the evaluation process. The counseling staffs on each campus are asked to describe their programs, or gather data, for the year just completed (e.g., the number of guidance lessons taught, the topics of the lessons, the outcomes of the individual planning system activities, the number of students benefitting from the responsive services, the priority topics addressed). They then rate themselves according to the standards set in the district *Framework* and draw conclusions about their campus program. After considering the needs of their local community and particular campus, they then make recommendations for program improvement goals for the following school year.

## Conclusion

Middle school and junior high school students—the students *you* serve—are at a place in their lives developmentally where they need guidance and counseling most. We can assume that they are in complete upheaval. They are wondering who they are: a child with a teddy bear, an adult with a wallet full of money, or a teenager wearing $50 jeans. They are faced with difficult social choices: whether to be a "jock," a "sosh," a "head," or a "school boy." They are beginning to sense that they will have a future beyond the next minute and can see that there are many options before them: whether to be a garbage collector earning $21 per hour or to be like a favorite teacher and help other kids like themselves. Finally, they are insecurely wondering how capable they are. For even the brightest, some work does not come easily now; for all, the level of intellectual development that they can seek to attain is clear to them.

Individuals in the throes of such personal, social, physical, and intellectual change need guidance and counseling. The challenge to you is to help your students grow by—

- being clear about which of their needs you will help them with,
- providing them with the best program you can—the most organized program possible that uses its resources at maximum efficiency,
- assuring them that you are, indeed, concerned with helping all of them in this time of need, and that you are measuring your success by evaluating what you do.

## References

Gelatt, H. B.; Varenhorst, Barbara; and Carey, Richard. *Deciding* and *Deciding: A Leader's Guide*. Princeton, NJ: College Entrance Examination Board, 1972.

have built career centers and stocked them with information on careers and career preparation possibilities. Schools offer curricula and courses on career planning. Schools provide interest inventories, computerized career exploration, and college choice programs along with the latest information on financial aid. And nowhere is the public school commitment to career guidance more evident than in the number of counselors schools have retained in recent years.

But even if schools had the necessary resources with which to meet young people's career guidance needs, teachers and counselors cannot replace the influence parents have on their children's career plans. One of the most widely held and uncritically accepted myths in our society is that parents don't matter when it comes to young people's career plans, that "my kids don't listen to me." Yet the evidence indicates that young people do listen to parents in such basic areas as religious beliefs, political beliefs, and career plans. In his classic book *Changing Youth in a Changing Society*, Michael Rutter (1980) concludes that "taken together, the findings from all studies seem to indicate that adolescents still tend to turn to their parents for guidance on principles and on major values but look more to their peers in terms of interests and fashions in clothes, leisure activities, and other youth-oriented pursuits" (p. 30). Rutter adds: "Young people tend both to share their parents' values on the major issues of life and also to turn to them for guidance on most major concerns. The concept that parent-child alienation is a usual feature of adolescence is a myth" (p. 31).

If parents are to be effective career advisers for their children, they must prepare themselves. Today's labor market is different than it was when mom and dad made their own career plans. It isn't enough for today's young people to know what they want to do. Young people also need to know about employment opportunities, and about how employment opportunities expand and contract in response to changes in technology, population, and the labor force.

Today's young people and their parents need to develop a career preparation strategy. A high school diploma no longer ensures either a good job or a stable career, and a college education isn't the only way for a young person to prepare for a career. Indeed, it may not be the best way for many young people to prepare. Not only do today's young people have the luxury of choosing from more occupational possibilities than ever before, but they can also choose from more career preparation options than ever before. But parents and young people have to know what the options are.

If parents are to advise their children about careers, they need programs and materials with which to work, but such resources are scarce. McDaniels and Hummel (1984), for example, reviewed 56 books and 33 journal articles on parenting and 25 articles on special problems and developmental issues. The authors report that there is not a single reference in those resources to parent programs for assisting young people's career development. "Today's Youth and Tomorrow's Careers," a seminar for parents, is designed to meet those needs.

### A Program for Parental Involvement

"Today's Youth and Tomorrow's Careers" is a program designed to help parents help their sons and daughters choose careers. Counselors first attend a training workshop, and they in turn teach parents' seminars in local high schools. A training workshop is an intense 8-hour learning experience in which counselors learn the rationale for the program, review its content, and work through guidelines and administrative procedures for planning and conducting the parent seminars. Workshop participants receive a certificate indicating that they have completed the training. The training workshops are approved by the National Board for Certified Counselors for continuing education credit (8 contact hours) for National Certified Counselors. Trainees receive a presenter's kit that contains all the materials they need to present the parents' seminars.

The seminars for parents in local communities are typically scheduled in four 2-hour sessions, usually in the evening. Each session focuses on an important issue involving career choice. The program follows the general outline and chapter sequence of the book *How to Help Your Child Choose a Career* (Otto 1984). The first session describes how society, employment opportunities, and career preparation possibilities have changed since parents entered the labor force, and how parents influence their sons' and daughters' career plans. The second session deals with today's labor market: how to think about it, what the employment projections are for both industries and occupations, and where to get and how to use the best information available on employment projections. Sessions three and four focus on career preparation. The third session features college as a career preparation possibility, and the fourth session outlines ways young people can prepare for a career while working.

"Today's Youth and Tomorrow's Careers" provides take-home activities for parents to use with their sons and daughters. The program offers a step-by-step decision-making model for young people to follow in identifying their career interests, evaluating information about occupations that interest them, gathering information on career preparation options, and narrowing their choices. *How to Help Your Child Choose a Career* includes a career exploration workbook that organizes the career choice process.

"Today's Youth and Tomorrow's Careers" training workshops, seminars, and program materials underwent rigorous field testing and revision over a 2½-year period before becoming publicly available. Experimental presentations were made in a wide variety of field settings, including high schools, churches, youth organizations, and other voluntary associations across the country. Informed by these experiences and the written formative evaluations of hundreds of counselors, professional youth workers, and parents, the developers went through two extensive revisions before giving the materials and program their present form. And the program continues to improve. Professionals who present the program and parents who attend the seminars are invited to evaluate the program and to make suggfestions for improvement.

On average, people hold jobs less than 5 years in today's labor force. That means that as we move toward the year 2000, people will change jobs an average of 7 to 9 times over their work histories. Teaching young people how to make career decisions is a skill they can learn, and the sooner they learn that skill, the sooner and the longer it will help them.

### Profile of Participants and Program Evaluation

Effectiveness of "Today's Youth and Tomorrow's Careers " is studied on the basis of the evaluations from presenters and parents who attend the seminars. The evaluations indicate how well the program meets parents' needs, what topics are most useful to them and which are least useful, and how they feel the program can be improved. Parents say, for example, that financial aid, college choice information, how parents influence their children's career decisions, information on different kinds of colleges, employment projections, and how the labor force is changing are among the topics that interest them the most. Parents' written comments reflect very favorably on the quality and comprehensiveness of the materials, and parents uniformly evaluate the seminar experience very positively. Nearly 90 percent of the presenters report that the overall reaction of the parents who attend the seminars is "very positive."

The evaluation forms sketch a profile of the parents who attend the seminars. Participants tend to be better-educated fathers and mothers from intact families with an above-average number of children. Their oldest and youngest children tend to be high school age. Two thirds of the parents are mothers and one-third are fathers. Most work full-time as clerical, professional and technical, sales, or service workers.

Most seminars have been sponsored by high schools, though many have also been sponsored by youth organizations. Churches are increasingly sponsoring the program.

"Today's Youth and Tomorrow's Careers" has received various endorsements from professional organizations. The program is approved by the National Board of Certified Counselors for continuing education credits meeting relicensure requirements for National Certified Counselors. The program director published the research on which "Today's Youth and Tomorrow's Careers" is based in 1983 and the book was selected to the Outstanding Academic Book List by the American Library Association. In the same year the National Council on Family Relations conferred its highest honor, the Distinguished Service to Families Award, on the project director, and in 1984 the National Vocational Guidance Association honored the director with its Merit Award.

In December 1983 the W.K. Kellogg Foundation funded an independent evaluation of "Today's Youth and Tomorrow's Careers," headed by Dr. Diane Hedin from the Center for Youth Development Research at the University of Minnesota. The evaluation concludes that parents who took the seminar became more knowledgeable about career materials and used the information with their sons and daughters. The evaluation reports that use of school career centers increased after the seminar was offered. Sometimes parents and children came together to explore educational and career opportunities. Other times parents encouraged their children to make an appointment with a counselor. One school reported: "We were inundated with requests after the seminar, but it's a nice problem to deal with." The evaluation concluded that "Today's Youth and Tomorrow's Careers"

> has met its goals of providing factually based information to assist parents and youth workers in their career advisory roles to an exceptional degree. . . . The seminars and materials . . . are generally viewed by their users as comprehensive and of high quality. Most importantly, the parents, school staff, and youth workers continue to be influenced by these experiences and materials long after the seminar ended. (Hedin 1983, p. 5)

"Today's Youth and Tomorrow's Careers" has been well received by counselors and parents alike. More than 2,100 people from over 40 states have been trained to present "Today's Youth and Tomorrow's Careers," and the program has become an established school service in many high schools. School counselors' participation indicates that they respond to programs that multiply their effectiveness, and parents' involvement demonstrates that they, too, are eager to help their children choose careers.

## References

Bachman, Jerald G.; Johnson, Lloyd D.; and O'Malley, Patrick M. *Monitoring the Future: Questionnaire Responses from the Nation's High School Seniors, 1982.* Ann Arbor, MI: Survey Research Center, Institute for Social Research, University of Michigan, 1982.

Chapman, Warren, and Katz, Martin R. "Career Information Systems in Secondary Schools: A Survey and Assessment." *Vocational Guidance Quarterly* 31, no. 3 (March 1983): 165-77.

Gallup, George H. "Ninth Annual Gallup Poll of the Public's Attitude toward the Public Schools." In *A Decade of Gallup Polls of Attitudes toward Education 1969-1978*, edited by Stanley M. Elam, pp. 34-8. Bloomington, IN: Phi Delta Kappa, 1978.

Gallup, George H. "The Gallup Poll of Teachers' Attitudes toward the Public Schools, Part 2." *Phi Delta Kappa*, 66, no. 5 (January 1985): 323-30.

Hedin, Diane P. "Evaluation of Youth Career Services Project." Minneapolis: Center for Youth Development Research, University of Minnesota, 1983.

McDaniels, Carl, and Hummel, Dean. "Parents and Career Education." *Journal of Career Education* 10 (June 1984): 225-33.

Otto, Luther B.; Call, Vaughn R. A.; and Spenner, Kenneth I. *Design for a Study of Entry into Careers.* Lexington, MA: Lexington Books, 1984.

Otto, Luther B. *How to Help Your Child Choose a Career.* New York: M. Evans, 1984.

Peng, Samuel S.; Fetters, William B.; and Kolstad, Andrew J. *High School and Beyond: A National Longitudinal Study for the 1980s.* Washington, DC: National Center for Education Statistics, 1981.

Prediger, Dale J.; Roth, John D.; and Noeth, Richard J.. *Nationwide Study of Student Career Development: Summary of Results.* Iowa City, IA: American College Testing Program, 1973.

Prediger, Dale J., and Sawyer, Richard L. "Ten Years of Student Career Development: A Nationwide Study." Paper presented at the annual meeting of the American Association for Counseling and Development, New York City, 2-5 April 1985.

Rutter, Michael. *Changing Youth in a Changing Society.* Cambridge, MA: Harvard University Press, 1980.

# The Counseling Profession: Striving to Make a Difference

---

Julian M. Earls
Chief-Health, Safety, and Security Division
NASA Lewis Research Center
Cleveland, Ohio

---

As a man of science, I address a nontechnical topic. Sometimes scientists and engineers forget their responsibilities as members of a broader community. I often tell my colleagues, "You can have all the technical knowledge in the world at your fingertips, but if you aren't a caring human being, you are the most dangerous creature on earth . . . and the most unfulfilled." Science will never be able to reduce the value of human commitment to arithmetic. Nor can it reduce friendship or statesmanship to a formula. The challenge of accomplishment in living, the depth of insight into beauty and truth will always surpass the scientific mastery of nature.

Those of you involved in education, and the guidance and counseling profession in particular, are members of the most noble and important profession of all. For educators train the scientists, engineers, physicians, lawyers, secretaries, mechanics, and politicians of tomorrow. I maintain that those who educate children well are more to be honored than those who produce them, for those who produce them only give them life; those who educate them teach the art of living well.

For all of us, it is not sufficient merely to acquire knowledge. We have a responsibility to strive actively to use that knowledge in meeting human needs. We must perform a self-evaluation. We must make the value judgments that will determine what the future holds. Through the ages, value judgments have played a directive role in human endeavors. Socrates said of idealism, "Whether a city of God does exist, or ever will exist on earth, the wise man will pattern himself after the manner of that city . . . having nothing to do with any other, and in so doing, will set his own house in order." History will not deal kindly with us if we do not learn the lessons of involvement.

We must strive to teach our young people all we know and hope they will be inspired to learn even more. It is important that we also continue to strive to increase our knowledge no matter how long we have lived. The Roman scholar Cato started to study Greek when he was 80 years old. Someone questioned why he would start to study a new language at such an advanced age. Cato responded, "Eighty is the earliest age I have left."

I submit to you that your age as of this moment is the earliest age you have left to start doing some of the things you have wanted or needed to do, but have delayed. Perhaps you have delayed returning to graduate school, taking music lessons, studying a foreign language, or getting active in community service. No matter what the goal, please dedicate yourselves to getting started. Your success in meeting your goals will serve as an example and inspiration for the students who closely observe you.

I especially implore you to encourage students to choose careers in science and engineering. Too often our students avoid science and mathematics courses, and, as a result, our nation suffers. It is interesting to compare certain occupational statistics for the United States and Japan. The numbers in table 1 make a startling statement:

**TABLE 1**

**PROFESSIONALS PER 10,000 PEOPLE IN THE UNITED STATES AND JAPAN**

| | U.S. | Japan |
|---|---|---|
| Lawyers | 20 | 1 |
| Accountants | 40 | 3 |
| Scientists/Engineers | 70 | 400 |

We must help our students believe in themselves and encourage persistence in their pursuit of knowledge. They must take not only the mathematics and science courses, but they must also master English, history, and more. The educated citizenry we require must be able to communicate well and relate to our past.

Educators know better than I the need for early decisions by our students. If we provide more relevant information, in language they can understand, we can aid that early decision-making process. Although they may change their minds, they can avoid lost time by taking the basics, no matter how difficult or boring the basics may appear to be.

The true value of an education is the ability to make yourself do what has to be done when it ought to be done, whether or not you like it. That is the first lesson that ought to be learned, but unfortunately it is the last lesson most people learn thoroughly. However, when you learn and live that lesson and make an effort to help people, don't be disappointed when they are not appreciative. You must help them anyway.

People who are in the teaching profession certainly are not working solely for the money. No amount of money ever made a good teacher, lawyer, nurse, soldier, or engineer. Besides, unless the job means more than the pay, it will never pay more. Just remember, those who love teaching teach others to love learning. Although you don't get paid what you deserve or have proper funding for your programs, please continue to do the best you can.

I know those of you who work in the guidance profession are doing everything possible and are regretful you can't do more. I can sense your enthusiasm and that is extremely critical for success. It was Emerson who said, "Nothing great was ever accomplished without enthusiasm."

I have always accepted the challenge to make significant things happen, and enthusiasm is a key factor in meeting that challenge. This concept was crystallized for me a few years ago when I visited my hometown, bringing my two sons with me. I took them to my undergraduate college and to the old fraternity house. I wanted to show them the old card room.

The card room, I explained, was the house holy of holies. Each generation of the brothers carved their names on the wooden tabletops. When the wood could hold no more names, the tops were hung along the wall to be regarded reverently by the undergraduates. I was anxious to show my sons my name in mouldering oak. It undoubtedly was the Kilroy in me.

So I took them into the fraternity house and led them up to the card room. But we couldn't get in. The younger brothers had turned it into a kennel for the house dog. I turned away crushed and embarrassed. Then I thought about it. It occurred to me that the brothers were really pretty smart. Names are not to be worshipped. There is no particular inspiration in reading headstones in a graveyard or thumbing through the telephone directory. The comfort of the house dog was certainly of more legitimate concern than a collection of dusty initials.

For a name deserves to be remembered only in relation to the effect its owner had upon his or her times. In this respect, the world's great rascals, such as Alcibiades, Warren Hastings, and Adolph Hitler, have a genuine claim to fame. But the only name that deserves reverence, whether famous or not, is attached to that person who in greater or lesser degree, in accordance with his or her talents and opportunities, changed things for the better. The name on a wooden tabletop means no more than the name carved deeply into marble on an expensive mausoleum. These are merely manifestations of Kilroyism. The fact that Kilroy was here is of no importance. The question is, did anything significant happen because Kilroy was here? The challenge we all face is to make something significant happen because we were here.

# Junior High School Career Development

David W. Winefordner, Director
Division of Career Guidance
Appalachia Educational Laboratory, Inc.
Charleston, West Virginia

Junior high school is a critical period in the career development of students. During this period, a variety of experiences should be provided to students so that they can gain an understanding of self and the adult world into which they are emerging. In addition to helping students with the "Who Am I?" process, career-exploration experiences need to help students develop an understanding of and a sense of direction for the career upon which they are embarking.

In addition to the typical junior high school subjects, enrichment activities such as art, music, sports, and clubs enable students to identify and start to develop special talents. An emphasis on career-exploration experiences should be part of this enrichment activity. As students are beginning the transition from childhood to adulthood, they should be involved in talking about and planning for what they want to do when they finish high school.

Most students at the junior high school level are not thinking that far into the future. For them, the future is now. Their goals tend to be short term and making decisions about a future career is not important. They are more concerned with self-identity as they are exploring changes in their social, emotional, and physical maturity. However, they are wanting to be accepted more as the adults they are trying to become rather than the children that they were.

Since students' perceived needs for career-exploration experiences at this stage in their lives are limited, career guidance needs to be an intervention process. However, in helping students develop career exploration skills and understandings of basic career-development concepts, activities need to be designed so they are stimulating and motivating. Also, students need to have a sense of involvement as illustrated by the following ancient Chinese proverb:

> *"TELL ME, I FORGET.*
> *SHOW ME, I REMEMBER.*
> *INVOLVE ME, I UNDERSTAND."*

Rather than a series of independent or isolated activities, career guidance needs to be considered from a program approach. Students need to see the relationships among concepts, and new activities need to build upon prior experiences. In addition to introducing concepts, a series of activities needs to be designed to provide experiences that make the concepts meaningful for a lifetime of career decision making.

## Career-Exploration Experiences

Student career-exploration experiences must be based upon a strong foundation of prior career-orientation experiences. A major segment of these experiences should include orientation to the world of work. One of the basic concepts in helping students develop an understanding of the world of work is that occupations can be grouped into clusters.

### Why Use a Cluster Approach?

1. It is impossible for individuals to research the thousands of occupations in the world of work.
2. Clusters help people understand interrelationships between occupations (career alternatives/transferrable skills).
3. A cluster approach facilitates understanding of concepts related to clusters (interests, work settings, etc.).
4. Using clusters improves ease of access and use of information.
5. Clusters provide a structure for organizing information.
6. Clusters form a framework for developing orientation and exploration activities (bulletin boards, etc.).
7. Students should focus on clusters of opportunities, not individual occupations.
8. Time and comprehension considerations argue strongly in favor of a cluster approach.

The use of clusters of occupations to help students develop an understanding of the world of work can also serve as a basis for organizing other orientation activities. Thus, in selecting a cluster structure for program use, it is important to select one that can serve a variety of functions.

### Suggested Criteria for Cluster Selection

1. Clusters include total world of work.
2. Meaningful and useful cluster structure.
3. Accessible through common assessment.
4. Provide an open-ended system . . . tied with other systems.
5. Usable with a variety of other guidance materials.
6. Linked to national data system.
7. Longevity of structure.
8. Availability of related materials.
9. Validity of structure.

One structure that meets the above criteria is the Career Area/Worker Trait Group clusters. This structure was selected by the Appalachia Educational Laboratory (AEL) for use in developing career guidance curriculum materials. The Career Area/Worker Trait Groups were developed by the Department of Labor (DOL) and are used in their *Guide for Occupational Exploration* (GOE). Figure 1 presents a listing of the 12 Career Areas and 66 Worker Trait Groups.

## CAREER AREAS AND WORKER TRAIT GROUPS

CAREER AREAS

| Area Code | Area Title |
|---|---|
| 01 | ARTISTIC |
| 02 | SCIENTIFIC |
| 03 | NATURE |
| 04 | AUTHORITY |
| 05 | MECHANICAL |
| 06 | INDUSTRIAL |
| 07 | BUSINESS DETAIL |
| 08 | PERSUASIVE |
| 09 | ACCOMMODATING |
| 10 | HUMANITARIAN |
| 11 | SOCIAL-BUSINESS |
| 12 | PHYSICAL PERFORMING |

### CAREER AREA: 01.ARTISTIC

WTG 01.01 Literary Arts
WTG 01.02 Visual Arts
WTG 01.03 Performing Arts: Drama
WTG 01.04 Performing Arts: Music
WTG 01.05 Performing Arts: Dance
WTG 01.06 Technical Arts
WTG 01.07 Amusement
WTG 01.08 Modeling

### CAREER AREA: 02.SCIENTIFIC

WTG 02.01 Physical Sciences
WTG 02.02 Life Sciences
WTG 02.03 Medical Sciences
WTG 02.04 Laboratory Technology

### CAREER AREA: 03.NATURE

WTG 03.01 Managerial Work: Nature
WTG 03.02 General Supervision: Nature
WTG 03.03 Animal Training and Care
WTG 03.04 Elemental Work: Nature

### CAREER AREA: 04.AUTHORITY

WTG 04.01 Safety and Law Enforcement
WTG 04.02 Security Services

### CAREER AREA: 05.MECHANICAL

WTG 05.01 Engineering
WTG 05.02 Managerial Work: Mechanical
WTG 05.03 Engineering Technology
WTG 05.04 Air and Water Vehicle Operation
WTG 05.05 Craft Technology
WTG 05.06 Systems Operation
WTG 05.07 Quality Control
WTG 05.08 Land Vehicle Operation
WTG 05.09 Materials Control
WTG 05.10 Skilled Hand and Machine Work
WTG 05.11 Equipment Operation
WTG 05.12 Elemental Work: Mechanical

### CAREER AREA: 06.INDUSTRIAL

WTG 06.01 Production Technology
WTG 06.02 Production Work
WTG 06.03 Production Control
WTG 06.04 Elemental Work: Industrial

### CAREER AREA: 07.BUSINESS DETAIL

WTG 07.01 Administrative Detail
WTG 07.02 Mathematical Detail
WTG 07.03 Financial Detail
WTG 07.04 Information Processing:Speaking
WTG 07.05 Information Processing:Records
WTG 07.06 Clerical Machine Operation
WTG 07.07 Clerical Handling

### CAREER AREA: 08.PERSUASIVE

WTG 08.01 Sales Technology
WTG 08.02 General Sales
WTG 08.03 Vending

### CAREER AREA: 09.ACCOMMODATING

WTG 09.01 Hospitality Services
WTG 09.02 Barbering and Beauty Services
WTG 09.03 Passenger Services
WTG 09.04 Customer Services
WTG 09.05 Attendant Services

### CAREER AREA: 10.HUMANITARIAN

WTG 10.01 Social Services
WTG 10.02 Nursing and Therapy Services
WTG 10.03 Child and Adult Care

### CAREER AREA: 11.SOCIAL/BUSINESS

WTG 11.01 Mathematics and Statistics
WTG 11.02 Educational and Library Services
WTG 11.03 Social Research
WTG 11.04 Law
WTG 11.05 Business Administration
WTG 11.06 Finance
WTG 11.07 Services Administration
WTG 11.08 Communications
WTG 11.09 Promotion
WTG 11.10 Regulations Enforcement
WTG 11.11 Business Management
WTG 11.12 Contracts and Claims

### CAREER AREA: 12.PHYSICAL PERFORMING

WTG 12.01 Sports
WTG 12.02 Physical Feats

**Figure 1.**

The Career Area/Worker Trait Group structure was developed through many years of occupational analysis and research by DOL. The Career Areas are broad clusters of occupations representing basic **Interests** that people have. The Worker Trait Groups are homogenous clusters of occupations that are based upon work performed and the work factors and worker characteristics related to successful job performance and worker satisfaction. This structure was first used in the *Dictionary of Occupational Titles* (DOT), third edition, 1965, and later revised as part of the fourth edition, but published separately in the GOE. The Career Area/Worker Trait Group structure defines both work and the worker as depicted by Figure 2.

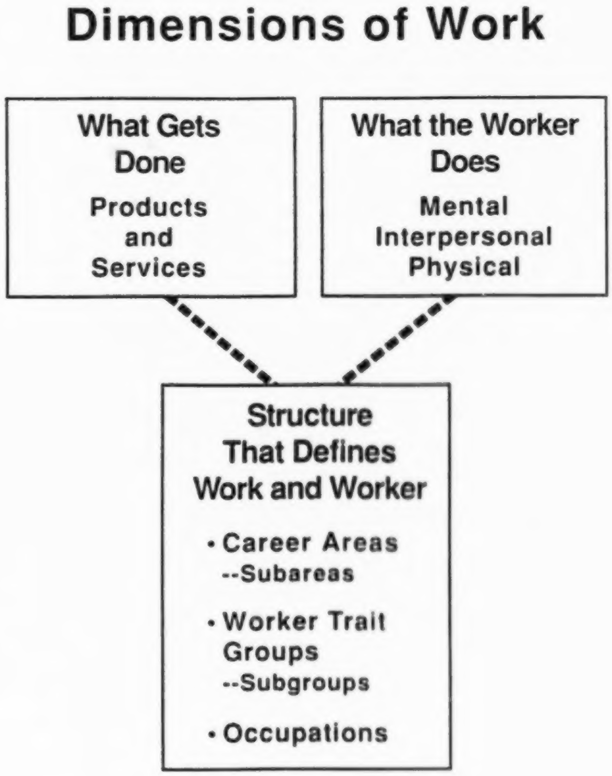

Dimensions of Work
What Gets Done
Products and Services
What the Worker Does
Mental
Interpersonal
Physical
Structure That Defines Work and Worker
• Career Areas
--Subareas
• Worker Trait Groups
--Subgroups
• Occupations

**Figure 2.**

The work factors and worker characteristics provide both a profile of work and the worker. In helping students develop a personal profile as part of understanding self, important attributes would include interests, temperaments, aptitudes, and abilities. Most state career information delivery systems utilize these work factors and worker characteristics as variables for assessment and access to occupational information. Thus, this relationship can help students evaluate the "degree of fit" between self and the world of work. See Figure 3.

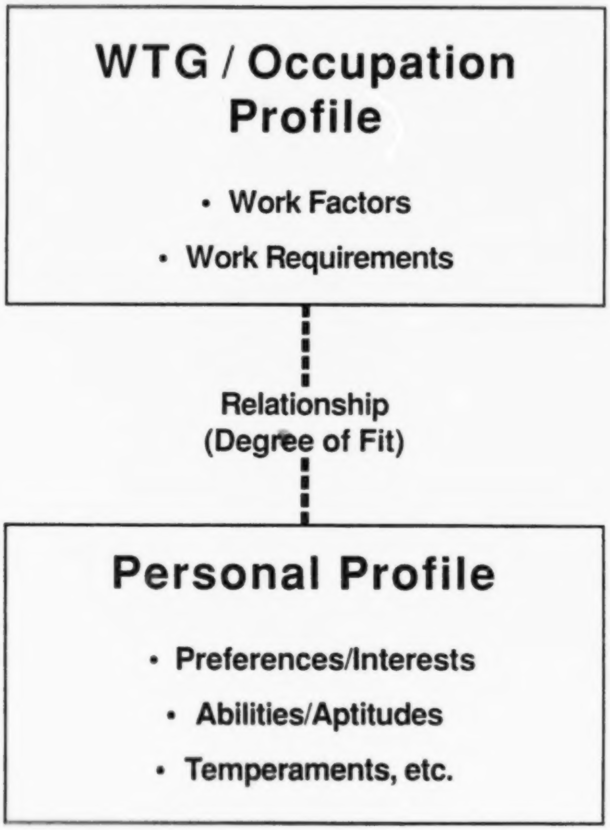

WTG / Occupation Profile
• Work Factors
• Work Requirements
Relationship (Degree of Fit)
Personal Profile
• Preferences/Interests
• Abilities/Aptitudes
• Temperaments, etc.

Figure 3.

Occupational and career information is essential for student career-exploration experiences. In addition to the DOT and GOE, another valuable publication by the DOL, the *Occupational Outlook Handbook* (OOH), is an important resource. Also, there are many commercial occupational information references available for student use. These resources, plus the state career information delivery system, provide students with a variety of information ranging from general information about occupations to very specific information, such as future employment projections, etc. General information is usually provided during elementary school awareness activities and junior high orientation experiences. Then, as students move through the career-exploration stage, they require more specific information. And, placement, both in educational programs and in job openings, requires very specific information. As students progress from using general information to more specific, they need to understand the basic concepts involved, utilize a decision-making process, and exercise more conrol over the information resources and systems involved. Figure 4 illustrates this concept.

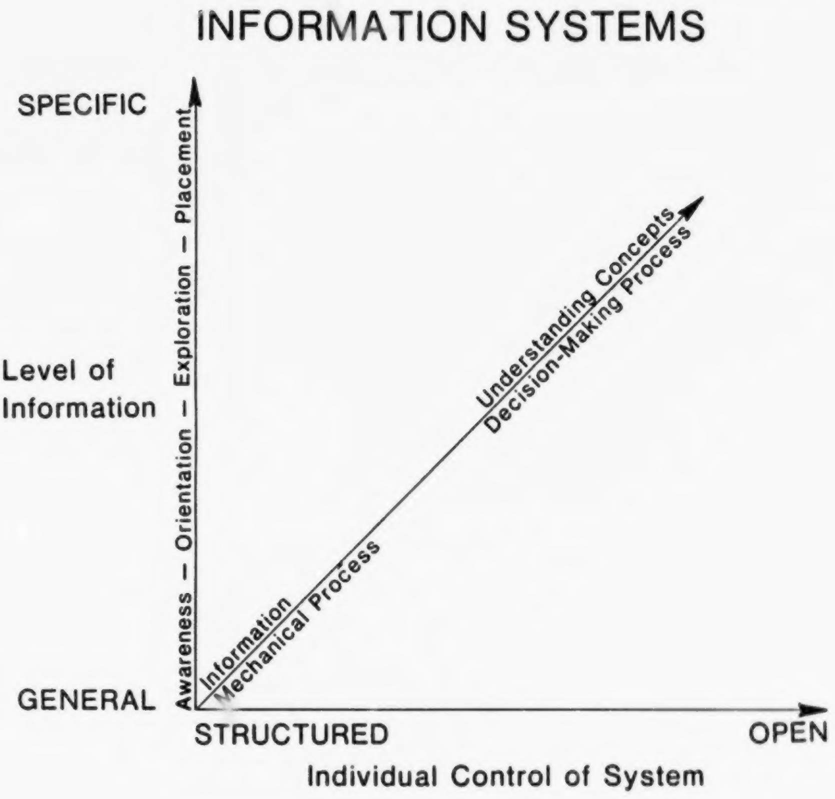

INFORMATION SYSTEMS
SPECIFIC
Level of Information
GENERAL
Awareness – Orientation – Exploration – Placement
Information
Mechanical Process
Understanding Concepts
Decision-Making Process
STRUCTURED
OPEN
Individual Control of System

**Figure 4.**

### AEL Research and Development

The AEL is part of the regional network of R&D laboratories under the U.S. Department of Education. During the past 18 years, AEL has conducted an R&D program for the development of career-guidance curriculum materials. These materials have been designed to help students develop an understanding of the basic concepts of work, self, career exploration, and decision making. These materials were developed for use as orientation and exploration units, career-exploration courses, and as products that can be used independently or with other guidance materials and activities. Since 1978, the materials have been used worldwide in a variety of settings with millions of users. Many of the products have been revised or are in the revision process. These revised materials and levels of use are illustrated in Figure 5.

# AEL CAREER GUIDANCE MATERIALS

## CAREER-EXPLORATION MATERIALS

| | 7-9 | 8-12 | College Adult | Staff |
|---|---|---|---|---|
| . Educational-Planning Unit<br>- Workbook, Selecting Courses For Your Career<br>- Filmstrip, Planning Your Education<br>- Teacher's Guide, Individualized Educational Planning | ● | ○ | | |
| . Career-Area Filmstrips/Cassettes<br>- World of Work<br>- Artistic<br>- Scientific<br>- Plants and Animals<br>- Protective<br>- Mechanical<br>- Industrial<br>- Business Detail<br>- Selling<br>- Accommodating<br>- Humanitarian<br>- Leading-Influencing<br>- Physical Performing | ● | ● | ○ | ○ |
| . Handbook for Exploring Career Areas | ● | ● | ○ | ○ |
| . Career-Area Interest Checklist | ● | ● | ● | |
| . Career-Resource Filmstrips/Cassettes<br>- How To Use The DOT<br>- How To Use The GOE<br>- Teacher's Guide and Student Exercises | ○ | ● | ● | ● |

## CAREER-EXPLORATION AND PLANNING PROGRAM (CEPP)

| | | | | |
|---|---|---|---|---|
| . Worker Trait Group Guide, Revised Edition<br>Career-Exploration Reference, 495 pages. | ● | ● | ● | ● |
| . Activities for Individualized Career Exploration<br>48-page student workbook providing a career-exploration unit for group or self-paced individual use. | ○ | ● | ● | |
| . Videotape Programs<br>Variable format (VHS, Beta, and 3/4" Ulmatic) allows usage at school or home.<br>- YOUR FUTURE: Planning Through Career Exploration<br>- YOUR INTERESTS: Related to Work Activities<br>- YOUR TEMPERAMENTS: Related to Work Situations<br>- YOUR APTITUDES: Related to Learning Job Skills<br>- User's Guide | ○ | ● | ● | |
| . CEPP CompuSort<br>Interactive computer software program designed to assist users in identifying Worker Trait Groups related to their interests, temperaments, and aptitudes.<br>- Apple Version<br>- IBM Version<br>- User's Guide | ○ | ● | ● | |
| 1989 . Educational-Planning Guide<br>Education reference relating 90 educational programs to Worker Trait Groups and 3,000 high employment occupations. | ● | ● | ● | ● |
| 1989 . Career-Exploration and Planning Course<br>- Student Text<br>- Workbook<br>- Teacher's Guide<br>- Media | ○ | ● | ○ | |
| 1989 . Organizing Career-Information Resources<br>Background information and procedures for organizing career-information resources. | | | | ● |

● Specifically Developed For

○ May Be Used With

Figure 5.

BEST COPY AVAILABLE

Based upon recommendations of advisory committees, the AEL career-guidance materials are disseminated through commercial publication. These recommendations were made because of the number of products involved, quality of materials needed, and the mass implementation in a variety of settings. The current products described in Figure 5, may be obtained from Meridian Education Corporation, 236 East Front Street, Bloomington, Illinois 61701. Product information may be obtained from AEL or Meridian.

## Individualized Educational Planning

The need for helping students develop educational-planning skills first occurs at the junior high school level where students are provided opportunities to make curriculum choices. The transition from junior high to high school should involve students in thinking about what they want to do after high school. This involves the understanding of goals and goal-setting activities. Goal setting should involve students in thinking about and planning for what they want to do, what they want to have, and what they want to be. This should include both career and personal goals, which then form the basis for sound educational decison making. It is very important that students learn to understand the educational decisions they must make, the importance of these decisions, and the decision-making process itself. They must learn to accept both the responsibility and the consequences of making their own decisions.

As students develop plans for high school, it is critical that they (as well as school staff and parents) understand that high school is a period where their present interests can be refined, new interests can be developed, and their abilities tried out and improved. The courses and activities they select provide opportunities for them to continue their career exploration.

As part of AEL's R&D efforts, an Individualized Educational Planning (IEP) unit was developed. This unit was designed to help students develop an initial plan for high school by analyzing and summarizing their past experiences, by identifying interests and abilities they have developed, by relating these to potential career fields, and finally by translating their preferences and tentative decisions into meaningful educational plans. In addition, the unit activities help students learn the process of educational planning—an important skill for their lifetime of learning.

The IEP unit materials consist of (1) a filmstrip cassette, "Planning Your Education"; (2) a student workbook, "Selecting Courses for Your Career"; and (3) an instructor's guide, "Guide to Individualized Educational Planning." The filmstrip is used to introduce the unit and provide an orientation to the importance of high school program planning and course selection. The workbook helps students focus their career-exploration experiences on developing an individualized educational plan. The instructor's guide provides information on how the IEP unit can be used as part of the school's career-exploration, educational-planning, and course-registration process.

The student workbook, "Selecting Courses for Your Career," contains three major sections. The following is a brief outline of the most important student activities.

- Section 1 — Self-Exploration

  —Identify and analyze past experiences to select those most important.

  —Translate interests and values into world of work terms.

  —Do a self-assessment of aptitudes.

  —Identify present interests and plans for post-high school education.

- Section II — Learning About the World of Work
  - —Use self-exploration to relate to career-area clusters.
  - —Use Career-Exploration Chart to compare interests, aptitudes, and educational goals to Worker Trait Groups.
  - —Select Career Areas and Worker Trait Groups that best represent tentative career goals.
- Section III — Planning Your High School Program
  - —Develop an understanding of the concept of organizing courses into a program.
  - —Review available programs.
  - —Select a program based upon career goals and plans.
  - —Identify school subjects and courses related to program choice.
  - —Review school's graduation requirements and diploma options.
  - —Review elective course options.
  - —Develop a tentative four-year plan for high school.

The content of the workbook is based upon the assumption that educational planning needs to be related to career and personal goals that are formulated from guided career-exploration and decision-making experiences. Where students have been involved in these experiences prior to using the workbook, the exercises it contains help students pull together information about themselves and the world of work in a structured approach that can be related to educational planning.

The workbook is designed for a variety of delivery options. Even if no class time is available, the workbook is very informative and provides clear, step-by-step, easy-to-follow explanations and directions so the students can work through the workbook on their own time outside of the classroom.

If only one class period will be available, the students could view the filmstrip and then be given the workbook to begin their planning. The workbook could then be completed outside of class. The workbook can also be delivered as a concise unit in two or three class periods, depending on what out-of-class assignments are made.

It is obvious, however, that the more time spent on the unit and the more activities that are included, the more valuable will be the results. The unit is most effective when delivered over a longer period of time using optional materials and activities. As an expanded unit, the number of periods needed will depend upon the number of optional activities and special-orientation/scheduling activities.

The workbook may be used as part of scheduled guidance activities or in conjunction with a core class that all students take, such as social studies or English. It can be delivered by counselors or by a classroom teacher. However, it is recommended that high school counselors be involved with Section III where high school graduation requirements, program and course offerings, and various diploma options are presented. The counselor can also discuss the guidance services at the high school and the career-exploration and scheduling activities that take place. If the unit cannot be scheduled for all students, it could be delivered as an elective. However, as an elective activity, the unit does not reach many students who need help the most.

Another important factor in the use of the workbook is the involvement of the students' parents or guardians. Some schools kick off their orientation and scheduling process for high school with a parent-student night. Parental involvement provides encouragement for the students; moreover, when parents and guardians are involved in the process they tend to be more supportive of students' career decisions and plans. Also, if a student's plan calls for post-high school education, early financial planning is important.

## High School Career-Exploration Activities

High school should provide students with opportunities to continue their career-exploration experiences initiated at the junior high school level. Each year, students need to review their educational plan by evaluating the courses they have taken and their career-exploration experiences. This should occur each year prior to the course registration for the following year.

High school career-exploration experiences should provide opportunities for students to develop a more in-depth understanding of concepts introduced at the junior high school level. Materials have been developed by AEL for use at the secondary school level and with adults. These materials are part of the Career-Exploration and Planning Program (CEPP). To date, four components of the program have been developed. The following provides a listing and brief description of each.

*Worker Trait Group Guide* — A completely updated, illustrated and easy-to-use career-exploration reference. The *Worker Trait Group Guide* is the educational version of the *Guide for Occupational Exploration* (GOE) developed by the Department of Labor, but with three major differences: (1) a more friendly user format; (2) a Qualifications Profile for each Worker Trait Group, providing important work factors and worker characteristics; and (3) a "core" list of realistic employment opportunities for each Worker Trait Group.

Many other improvements make this career-exploration reference a must for any guidance program. It offers an organized process for searching for career information in the library or resource center. In addition, JTPA, vocational rehabilitation, and other adult employment and training audiences will find this publication very beneficial in career-exploration activities. The new edition includes the following:

- Core lists of occupations that include those in state career information systems, major computerized career-exploration programs, and civilian occupations that have counterparts in the military branches.
- Linkage of Worker Trait Groups to the Military Career Guide and ASVAB results.
- Lower-reading level and high-interest illustrations that portray important concepts.
- Expanded information on Career Areas, WTG's, and the creation of subarea descriptions.

*Videotape Programs* — Live-action videotapes add interest to your career-guidance program. The program includes four completely new live-action videotapes that present the concepts of career exploration, interests, temperaments, and aptitudes. As an optional component that supports the Career Exploration and Planning Program (CEPP), the videotapes may be used independently as supplements to other career-guidance activities in both classroom and individual settings.

- Each videotape includes a user guide describing the content with suggested applications.
- The tapes may be used with most state career information delivery system assessment materials.

*Activities for Individualized Career Exploration* — Individualized approach provides flexibility for self-assessment. This 48-page booklet provides a career-exploration unit for group or self-paced individual use. The self-assessment activities help students understand and relate their interests, temperaments, and abilities to groups of occupations. The purpose of the unit is to help students understand why they should be involved in career planning. It provides an organized process of exploration, resulting in a broadening awareness of the vast array of career opportunities available to them.

- High-interest illustrations with easy-to-use assessment instruments.
- Maintenance of interest through self-directed activity.
- Useful in both school and nonschool settings from middle school to adult.

*CEPP CompuSort* — Interactive computer system helps identify career directions. This new career-exploration software program is designed to assist users in identifying Worker Trait Groups related to their interests, temperaments, and aptitudes. As a supplement to the *Activities for Individualized Career Exploration* booklet, the system is easy to use, educational, and fun.

Users may enter or remove one factor at a time to see what results different combinations of interests and temperaments will have in identifying related WTGs. At each step in the process, users can review the WTGs being eliminated by their selection process, and can retain any they do want to consider even though they do not relate to the factor entered.

Upon exit from the program, users obtain a list of WTGs related to their work activity and work situation preferences. Also on the printout, the user's aptitudes are compared with those of the identified WTGs. Estimated aptitudes or GATB and ASVAB test results may be used.

- No computer experience needed for operation
- Available for both IBM and Apple
- Includes easy-to-use instruction

## Summary

The junior high school years are part of the critical stage of career orientation and exploration needed in the career development of students. The focus of experiences and the career decisions made by students should be upon educational planning. At this stage in their lives, it is not important that students make occupational choices; however, it is critical that they develop a sense of direction for their future careers. This sense of direction should include identifying broad clusters of occupations related to their interests and preferences. As students mature and have more in-depth experiences at the high school level, their sense of career direction can be expanded to include occupational preferences. State career information delivery systems provide the major source of information for these in-depth occupational-exploration experiences.

The AEL career-guidance materials provide schools with important resources needed to assist students in their career development, educational planning, and career direction.

# Learning Style and the Brain in Middle and Junior High School

---

David B. Andrews
Department of Psychology
Keene State College
Keene, New Hampshire

In the mid-1700s the world was perched at the threshold of modern times. The industrial and scientific revolutions were beginning. The protestant reformation had subtly shifted the focus from working within the earthly hierarchy of the church to having to prove one's self before one's God. Autobiography began to flourish. Personal attributes and achievements began to assume new importance. Aspiring students began to be moved to a more competitive posture. The philosophy of freedom and equality was growing into the movement that would become the French and American revolutions. Amidst this, a **schoolboy of middle school age** sat in his classroom in Vienna wondering what it was that made some of his schoolmates have better memories than he. While looking around at them one day, it finally hit him. All of these memory masters had protruding eyeballs! Franz Joseph Gall didn't forget this observation as he continued through his medical training. He became determined to map out the brain and understand how it organized the psychological faculties.

He eventually took 27 faculties proposed by some Scotch psychologists, combined them with his observations about brains and proposed the first model of Phrenology. His phrenological theory said that there were specific psychological functions, each in a specific location in the brain. The strength of the function determined the size of the area of the brain, which in turn, determined the size of the overlaying skull. If one wanted to know an individual's true psychological character, one need only to feel the bumps on the head and consult the phrenological chart. Though Gall made many important contributions to our understanding of the nervous system, he was quite wrong about phrenology. However, phrenology captured the public fancy (not unlike left and right brain today) and remained strong and influential into the early 20th century.

As the system was developed and applied, phrenology fused two superficially contradictory positions. One, it was possible to know the true character of an individual by simply feeling the bumps on the head; two, it was possible to change what you are in positive directions using the knowledge you received from the phrenological reading. These paired beliefs in fixed faculties and positive personal growth were central to the philosophy of the developers of the common school movement during the mid-1800s. Horace Mann was strongly influenced by the philosophy of phrenology. James McGregor Burns has suggested that the best leader for a time is that person who is best able to resolve the critical contradictions of that time. Horace Mann was able to do that for the early stages of American education through the vision he shared with phrenology.

Sir Francis Galton was so impressed with a phrenologist's declaration of his intelligence that he picked himself up from the throes of personal despair and began the work that eventually led to the development of the first intelligence tests by Alfred Binet in the early 1900s. Interestingly enough, the phrenological resolution was followed by a move to the fixed categorizations characteristic of IQ measures and their educational applications.

As we approach the education of individuals in the late 20th century, we continue to be confronted with the same lack of authoritative answers that was present when Gall made his seminal observation. How shall we understand individual differences and what shall be our educational response?

Since these early developments, three areas of research have expanded, giving us the basis for some new resolutions: brain research, learning styles, and cognitive psychology.

## Brain Function

Our understanding of the human brain has, until recently, progressed by the study of the consequences of inquiries to the brains of living humans and extrapolation from studies of animals. Since other animals tend not to do well in school subjects, data from their brains are of limited use to us. With head injuries, it is possible to see what functions are lost when a specific area of the brain is injured, thus inferring the specific functions of areas of the brain. The most useful model that has developed from this work was proposed by the Russian neuropsychologist Alexander Luria. Luria identified three "Functional Blocks" in the organization of the nervous system. Each performs a different function, building on what it receives from the previous block(s).

The first block is in the lower, more primitive, parts of the brain, and is responsible for arousal, and attention. This processing can occur simultaneously or successively. Luria suggests that this is not just a difference between the two hemispheres, but recent work has tended to identify successive processing as the preferred mode of the left hemisphere and simultaneous processing as the mode where the right hemisphere tends to take the lead. The third block is the frontal lobes of the brain. They are critical for planning, monitoring performance, evaluating, and verifying. The left hemisphere seems to do this a bit better in a logical/sequential fashion (successive) while the right seems to be better at dealing with organized whole concepts. The frontal lobes are particularly important when considering the development of the middle or junior high school student. They are the last area of the brain to mature, beginning their adult form of function about age 11 and completing all development about age 16. Thus, of all the areas of the brain, they are the ones that are most likely to be educationally influenced by the environmental forces at work during the period of their development. Luria also suggests that within each of these blocks there are functions that are more general to the workings of the whole brain—especially integration of information between the senses. It is also important to note that the brain processes language almost as if it were an independent sense (a very specially organized and separate part of the auditory sequential processing system). While this information about brain function is interesting and important, it does not provide us with a direct view of the functioning of the brain of intact individuals in the context of school learning.

## Learning Styles

A second area of progress has been in moving beyond the unitary concept of intelligence to recognition of individual differences in the ways learning occurs—learning styles. Beginning in the 1920s, teachers identified differences in their students' preferred mode of learning (e.g., audile learners vs. visual learners). As time progressed, learning-styles proposals sprung forth in a disorderly array from whomever might happen to notice one in students or observe one in the course of an experiment, or become enamored with a concept that implied one might exist. Many of the proposed learning styles came from psychological researchers who identified differences in cognitive styles of individuals. These style differences were usually biases individuals had in the way they attended, perceived, or organized their interpretation or memory of something. Teachers and educational researchers began to identify individual differences in terms of preferred environment for learning (temperature, amount of light, time of day, physical position, social environment, etc.). Personality theorists chimed in with an array of personal characteristics that seemed relevant (introversion-extroversion, risk taking, level of anxiety, etc.). These were added to the initial preference for a particular learning channel (auditory, visual, kinesthetic, tactual) to make for a dazzling and disorderly array of "learning styles." There is widespread agreement that individuals learn in different ways; but, there is little agreement what the differences are, how they relate to one another or the brain, and, most importantly, what to do about them—and thus very little has been done.

The first modest move beyond the confusion was initiated by the National Association of Secondary School Principals. The association assembled a group of leading proponents of learning-style and educational researchers. It collected everyone's favorite learning-style categories and tests into a large test of learning style. The resulting test was field tested to see what correlated with what. The test was reduced to those scales that seemed to be independent of the others and measured "something" consistently. The result, *The Learning Style Profile* with its 24 scales, is proposed as a general learning-style screening device. While this progress is important, the test makes no attempt to relate the results directly to brain function or to other things we have learned about human learning or thought.

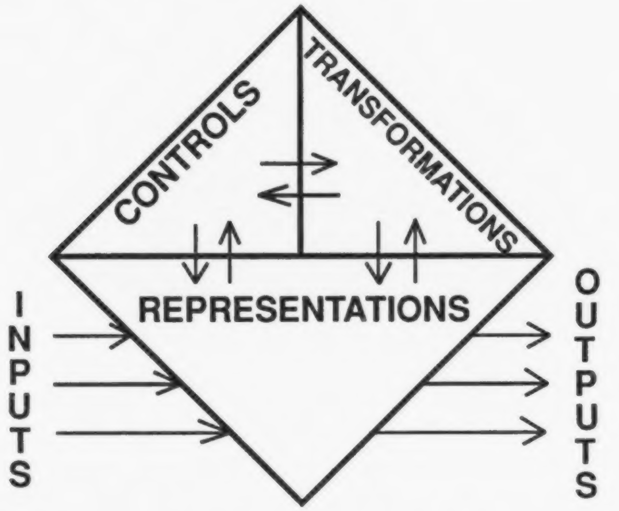
## Cognitive Psychology

The third area of progress is in the understanding of human learning and memory through the work of cognitive psychologists. Beginning in the late 1960s, psychologists started experiments showing that what individuals did while they learned could have a profound impact on their learning. One of the first such experiments asked individuals to learn a list of words. Then they were asked to learn a similar list making up visual images of the words as they went. The results showed a strong tendency for people to do better if they made up visual images than if they merely tried to remember the words. The door was open to studying the role of the way one used one's learning resources as a key ingredient in the resulting learning. It was no longer enough to just look for learning ability; one also had to consider the way in which an individual went about the learning (learning strategies and style).

In the mid-1970s, developmental psychologists became interested in what children knew about their own learning processes—metacognition. Initially, this was descriptive work, asking what did children know at what age. Quickly, interest spread to how did this knowledge relate to the effectiveness of the individual's learning. The research showed that more successful learners tended to have more knowledge about their own individual learning strengths and weaknesses, have more learning strategies at their disposal, and be better able to select the appropriate strategy for them to use in a given learning task. The implication was that learning would improve if individuals had more knowledge about their own learning, more knowledge of learning strategies, and personal experience using them to find out which ones worked for them in what situations.

## Learning Model

To make this information more helpful in both understanding individual differences in learning, and in opening the data up to possible use in the improvement of individual learning, the author developed the following model of learning:



This model is described through the five operational elements:

1. **Inputs** — All learning begins with some sort of information coming in. It can come in through any of several channels into the nervous system. Individuals will differ in their ability to utilize information that comes through various channels.

2. **Representations** — If any learning occurs, it will remain in the nervous system in the form of representations of the experiences that have been learned. These representations can be in many forms, and have a variety of different types of organizational possibilities. People will understand best that which comes in the form most like the existing content and organization of these representations.

3. **Outputs** — For learning to be used, it must be output from the nervous system. There are many channels for output of information. An individual who can do well on an oral exam, may do poorly on a multiple-choice exam covering the same material. Differences in effectiveness of output channels can be particularly dramatic in some individuals. One college student the author worked with was able to memorize a written passage of moderate length and report the results orally with no difficulty. When asked, immediately after saying the words aloud, to write the passage, she began to act agitated, struggled with her pencil, slowly grasping for the words. Three minutes later, she had produced three short sentence fragments that had something to do with the passage, but were not the same words she had spoken and which were not anywhere near as complete. This student had very efficient oral output of language, but her written output channel worked very poorly, despite the fact she is excellent at drawing.

The two most important portions of this model for our purposes are the last two at the top: Transformations and Controls.

4. **Transformations** — With anything that we are exposed to, we are likely to need to transform it to another form, either for representation or for subsequent use. Reading is a good example. When we are exposed to a visual stimulus, we normally transform it to an auditory code, which we then transform into an understanding. To use that information, we must retransform it to the structure of grammatical language and the movements necessary for speech or writing. If an individual has difficulty in making one of those transformations, he or she will have real difficulty in learning to read in the way reading is normally taught. With many learning activities, there may be multiple pathways for the transformation of something to make it meaningful and usable. If the way that is currently being used is not working, active learners have the option of transforming what they are exposed to into a form that they find meaningful, given their forms of representations.

5. **Controls** — Controls are those decisions that we make about how to use all of the other parts of the learning process. We are constantly making decisions about what to pay attention to, what strategies to use in learning or trying to remember something, what transformations to use, and, perhaps most importantly, what to do when we are stuck or confronted with a novel task. The skilled learner is good at identifying the strategy that will work best in approaching a particular learning task with a given goal. The learner will monitor progress toward that goal and be able to switch some aspect of the approach if he/she is not progressing according to expectations.

As learning should be clear, the controls and transformations are those portions of the learning that are primarily under the direction of the frontal lobes of the brain—that portion that is developing its adult form during the middle school years. Since much of the operation of the transformations and controls begins to develop during those years, it is important for students to learn about the learning options and their own strengths and weaknesses in an environment that gives them the opportunity to try new approaches and find out what works for them. This will give them the chance to gain control over their learning processes at the time when their future educational course is being set.

As an example of how this can work, let's look at Vern. Vern was an eighth-grader with an IQ measured in the 120 area, who had a history of consistently getting Ds and Fs in school. He had regularly avoided being retained in grades by attending summer school. Though he was a bit on the hostile side, he showed no signs of major emotional disturbance, nor had he given up altogether. He was selected as "a student who could be doing better," for a study of unsuccessful 8th-graders whose learning I sought to improve. When I first met him, he slouched in the chair, glowered at me and said, "How come you picked me?" I explained that he was not doing well in school and I wanted to see if I could do some things that would help him to learn better in school. I asked what class he had just had. He said he had social studies and no one could ever make that interesting or easy to learn. I asked what he was studying in social studies and was told "something about some war." (My son was in the same class, so I knew it was the Civil War.) I wondered what was tough about it. He went into a lengthy discourse on the stupid teacher and all those boring names and dates that were so dull and pointless that no one could ever make that worth bothering to learn.

I next asked Vern what things he liked to do (this was in an effort to get him thinking more positively and give me an idea of what types of representations he favored). He talked about video games and sports. He told me about how he liked to "goof around" with his friends. He inferred that he liked to be physically active (kinesthetic representation) and actively doing things rather than passively receiving auditory information. I asked him how he would like social studies class if, instead of what they were currently doing, they were to divide the school into the North and South. Each would research and create their uniforms and weapons (fake, of course). They would map out the field of battle on the athletic field, including construction of any key buildings. Then they should go out and reenact the Civil War battle. He looked up, as if visually imagining the event, and said he thought that was great. I assumed he liked the idea because he would be able to go out and beat people up, but the important thing was that I had a form of representation to which I could try to get him to transform his boring social studies class. I suggested to him that he could do all those things in his head with the information the teacher was giving him about the Civil War, while sitting in class. He could look like he was paying attention, take the information from the teacher and do whatever he wanted with it in his head. He was a little unsure about this; however, I convinced him to try it and come back and talk with me about it. Over a period of six more meetings, he found he liked this, especially the part about putting one over on the teacher! His grade went from an F to a B in one nine-week grading period. Perhaps more importantly, he was learning many things about the Civil War and war strategy that the others in the class were not exposed to. (He developed a variety of creative uses for Spanish moss, as camouflage, bedding, etc.) All I had done with Vern was suggest a method for transforming something he found difficult to pay attention to and learn, into something that he enjoyed learning. He now had the potential to control his learning so that it was working and enjoyable.

## Authority and the Brain

Good teachers and sensitive parents have helped children do what I did with Vern for a very long time. One of the problems we have had as educators is to find an authoritative way to convince parents, learners, and educators that the differences in learning style are real and can be used to produce better learning. Recently, a number of techniques have become available for directly looking at the brain of a living learner. CAT scans, Magnetic Resonance Imaging, and PET scans are all techniques that can give images of the living brain. Each is either very expensive, invasive, very slow, or looks only at the structure of the brain—not the function, or several of the above. The technique I would like to talk about is called Brain Electrical Activity Mapping (BEAM). BEAM takes the data from a standard recording of the electrical activity of the brain (electroencephalogram—EEG) recorded on the scalp and, via a computer, converts it to a color-coded image of the pattern of electrical activity in the brain at the time the data were recorded. These color graphics can be produced with data from as little as a second or less of brain activity. Furthermore, the data can be collected from an individual doing anything you are interested in—particularly pertinent are the activities that are similar to school learning. While this technique has been used very little to study real-world learning, there are a number of observations that suggest tremendous potential in providing an authoritative picture of the individual differences in brain activity that characterize strengths and weaknesses in learners—learning styles. Furthermore, the graphic power of the images generated can be quite effective in helping learners better understand their own learning processes (metacognition) and thus develop more effective ways to utilize their learning preferences (transformations exercised via the controls that are possible when one has good metacognitive knowledge). Let's consider some examples of what the technique has shown.

A gifted 12-year-old seventh-grader was asked to learn three lists of words. One list was learned using auditory coding (trying to remember the words by their sounds), one list was learned by putting the words in categories, and one was learned by making up visual images of the words. Maps of the electrical activity of his brain were recorded during each list. The three maps showed relatively little difference except for an indication of greater activity in the right frontal lobe during use of the visual imaging strategy. This individual remembered about the same number of words in each list, but he showed a much more vivid recall with the visual imaging—a result that would suggest much better long-term retention of the information. The right frontal lobe is the area of the brain that we would expect to be involved in the construction of such a vivid and organized visual image.

A 14-year-old eighth-grader with a learning disability was asked to do the same tasks in the same ways. His map of the auditory coding showed dramatically less activity, the visual-imaging strategy showed poor utilization of the brain—especially in the frontal lobes, while the categorizing strategy was most similar to the other individual's maps. This individual is very poor at auditory coding, makes limited use of visual imagery, but is extremely good at doing analogy problems—the type of task that requires the same skills used in identifying and creating categories.

In the case of both these individuals, the test showed no performance difference (words recalled), but the brain activity showed clear patterns indicative of known strengths and weaknesses in their modes of learning. It is important to note that if all we had done was ask them to learn the list of words and record the brain activity, it would have told us very little. It was because we knew the strategy the individual was using in each case that we were able to confirm some significant aspects of their learning preferences.

In another case, I was hooked up to record my brain activity while doing a math problem (starting with 642, counting backward by 7's — 642, 635, 628, 621, 614, etc.). In one case the map obtained showed that I was doing the task preferentially with my right hemisphere. In the other case, I was doing the same task preferentially with my left hemisphere. The same person doing the same problem, but very different patterns of brain activity. The difference was that in the case where the right hemisphere was leading, I was doing the math the way I normally do, using a visual/spatial strategy—visualizing a number line and a little 7 units long bar jumping down the line. In the case where I was favoring my left hemisphere, I was doing the subtractions in the more traditional mechanical way. Both ways worked, but they are very different, both in the subjective strategy used and in the way the brain is working.

Philip was a 22-year-old about to graduate from college. He had a slow and stupified look about him, always taking a very long time to answer questions, always speaking slowly. He had gotten through school by working nearly 16 hours a day every day, and then barely getting by. When he was hooked up to record his brain activity, we found that a specific wave that we looked at (the P300) occurred almost 150 milliseconds later than expected whenever the task involved any processing of language. The P300 indicates interpreting the meaning of a significant event. This suggests that Philip takes 150 milliseconds longer to interpret a word meaning than is normally expected. It is obvious that you could get lost in trying to understand a lecture with this pattern of processing. It should be noted that Philip was an outstanding fencer (and thus, not slow at everything, only those things having to do with language). He also took the Graduate Record Exam **untimed** and scored in the 790s on the math and the 690s on the verbal. Philip knew he wasn't dumb, but before this test he didn't know what the difficulty was.

The major test of the application of this technology to understanding learners was an experiment I conducted with a group of unsuccessful eighth-graders —Vern was one of them—comparing them with a successful group that was comparable in all major respects, except for school performance. Each individual was tested on a large group of paper-and-pencil tests and had brain activity recorded during the activities. The unsuccessful learners participated in a program, using the information gained from the initial tests, to attempt to improve their approach to learning. At the end of this intervention, they were given all the same tests a second time. Any changes in their grades were also noted.

With each test (brain and written), there was a difference seen between the successful and the unsuccessful learners. These differences could not be equated with any differences in intelligence, but could consistently be correlated with more traditional categories of learning style. During the intervention, the unsuccessful learners were forced to come face-to-face with their own brain's workings. They had to be active participants in interpreting what was going on—what strategies they were using, and what others they might use. There was no blaming the dumb teacher or stupid book this time! The general approach of the intervention was to ask the students to look for places where they learned successfully—even if it was video games. Get the students to look at what they did while they were learning in that successful area, then help them see ways they could use this strength and some transformations to learn better in areas where they were being unsuccessful. In all cases, the individuals in the unsuccessful group became more similar to the successful in test performance and brain-activity measures, and their grades went up an average of one-and-one-half grades per class over one nine-week grading period. One of the most fascinating aspects of this work was the change in the interest of these individuals. The second time I mapped their brain activity, they wanted me to keep talking to them about what I saw, what it meant, other things they could do to improve their learning as they got ready for high school. To see this type of interest in improving learning among perenially unsuccessful eighth-grade males is quite astounding .

With each of these individuals, specific patterns of activity in the data collected from them tended to give strong hints about their patterns of learning. These combined with their introspections about the approaches they used served to generate a clear picture of their preferred learning styles. While it would be unreasonable to expect this type of evaluation to be done with each student in a class, such assessments can be useful in persuading folks that learning style differences are real differences in the way the brain works, and in showing the types of interventions that can help individuals change their learning styles in constructive ways—making them better able to learn from any learning activity.

One other piece of research will illustrate some of the potential power of the approach. At a dental school, a program of competencies was established. One of the competencies was for the students to be able to work skillfully while looking in a mirror—using the positions dentists use. Some of the dental students found this virtually impossible. Others had no problem mastering it. The dental faculty was suggesting some of these folks might have to look at another career. The interested dental faculty was asked if it would like to have a look at the brain activity of some of those able to do the mirror skills well, as opposed to some who couldn't. It was found that the skilled individuals had somewhat more activity on the right side of the brain, the unskilled folks had a bit more on the left. This was helpful in convincing the dental faculty that the phenomenon was real. The skilled mirror users were asked what they did when they got stuck. They described imagining where they were trying to get to and where they had to move their hands to get there. They did that and then checked the mirror to see if it had worked. I call that a motor strategy—focusing on the movement that needs to be made. The unskilled were asked the same question. They said they looked in the mirror and tried to get the hand to move in the right direction—a sensory strategy. It was suggested that the unskilled students practice imagining a shape or a set of teeth and think about making movements around the object without looking (practice the motor strategy). After the practice, they were asked to try the mirror drawing again. They now showed dramatic improvement and a shift in brain activity to a pattern more like that seen in the skilled individuals. While the monitoring of the brain activity was unnecessary to improve the skill of mirror drawing, the brain activity proved very persuasive in getting all concerned to proceed with the necessary intervention.

## Conclusion

Middle school age is the period when the learner has begun the final maturation of the frontal lobes of the brain that provide the ability to exercise personal control over one's learning. This is the age when we should be working to inform learners of the nature of their learning and the options they have to utilize it more effectively. Initially, learning of new things, including new ways of learning, involves effortful use of the frontal lobes—particularly in the left hemisphere. As the individual continues utilizing a learned skill, the control over it shifts to the right hemisphere where it is more automatically utilized in ways that are appropriate to the context the individual is in. What better goal is there than to join the teaching of self-knowledge in the service of improved learning with the maturation occurring during the middle school years?

The types of early observations reported here suggest that brain mapping may be a very powerful tool to measure individual differences in brain activity that correspond to individual differences in learning style. The technique may serve as a means to persuade all concerned that differences in learning style are real and to show the types of interventions that will help learners take better control of their learning. Perhaps it would be useful to view this as an opportunity to take the best of Horace Mann's use of phrenology and combine it with our new-found information about the actual structure and workings of the nervous system. We can use the techniques available to us to get a direct reading about the reality of the nervous system and its workings in learning. But, we can do it in a way that will allow us to build on that knowledge to actualize the potential of all learners more fully.

# Bibliography

Andrews, David B. (1986), *The Half-Silvered Mirror: Brain Assessment of Learning and Learning Skills Improvement—A Demonstration Project with 8th-Graders.* Unpublished Doctoral Dissertation, The Ohio State University.

Bower, Gordon H. (1972), "Mental Imagery and Associative Learning," In L. W. Gregg (ed), *Cognition in Learning and Memory*, Wiley.

Flavell, John H. (1979), "Metacognition and Cognitive Monitoring," *American Psychologist*, 30 (10), pp. 906-911.

Gardner, Howard (1983), *Frames of Mind*, Basic Books.

Gazzaniza, Michael (1988), *Mind Matters*, Houghton-Mifflin.

Gould, Stephen Jay (1982), *Learning Styles Profile*, National Association of Secondary School Principals.

Keefe, James and Monk, John (1987), *Learning Styles Profile Examiner's Manual*, National Association of Secondary School Principals.

Languis, Marlin and Wittrock, Merlin (1987), "Integrating Neuropsychological and Cognitive Research: A Perspective for Bridging Brain Behavior Relationships." In Obrzut, John and Hund, George (eds), *Child Neuropsychology, Vol 1: Theory and Research*, Academic Press.

Letteri, Charles A. (1980), "Cognitive Profiles: Basic Determinant of Academic Achievement," *Journal of Education Research*, 73, pp. 195-199.

Luria, Alexander (1973), *The Working Brain: An Introduction to Neuropsychology*, Basic Books.

Masserli, Jonathon (1973), *Horace Mann*, Basic Books.

National Association of Secondary School Principals (1982), *Learning Styles and Brain Behavior: Programs, Instrumentation and Research*, National Association of Secondary School Principals.

Springer, Sally and Deutsch, Georg, (1985), *Left Brain, Right Brain*, Revised Edition, W. H. Freeman.

Stern, Madeleine (1971), *Head and Headlines: The Phrenological Fowlers*, University of Oklahoma Press.

# A Brief Introduction to Vocational Guidance-Counseling Services in the Federal Republic of Germany

---

Jutta Ziegler
Employment Counselor
Federal Republic of Germany

---

## Introduction

To understand the German system of vocational guidance-counseling in the Federal Republic of Germany (FRG), you must first be aware of the four main differences between the German and the American education system.

**First, the school system is different.** It is rather versatile and complex. However, the following explanations and the chart provide the basic information necessary to understand the major differences.

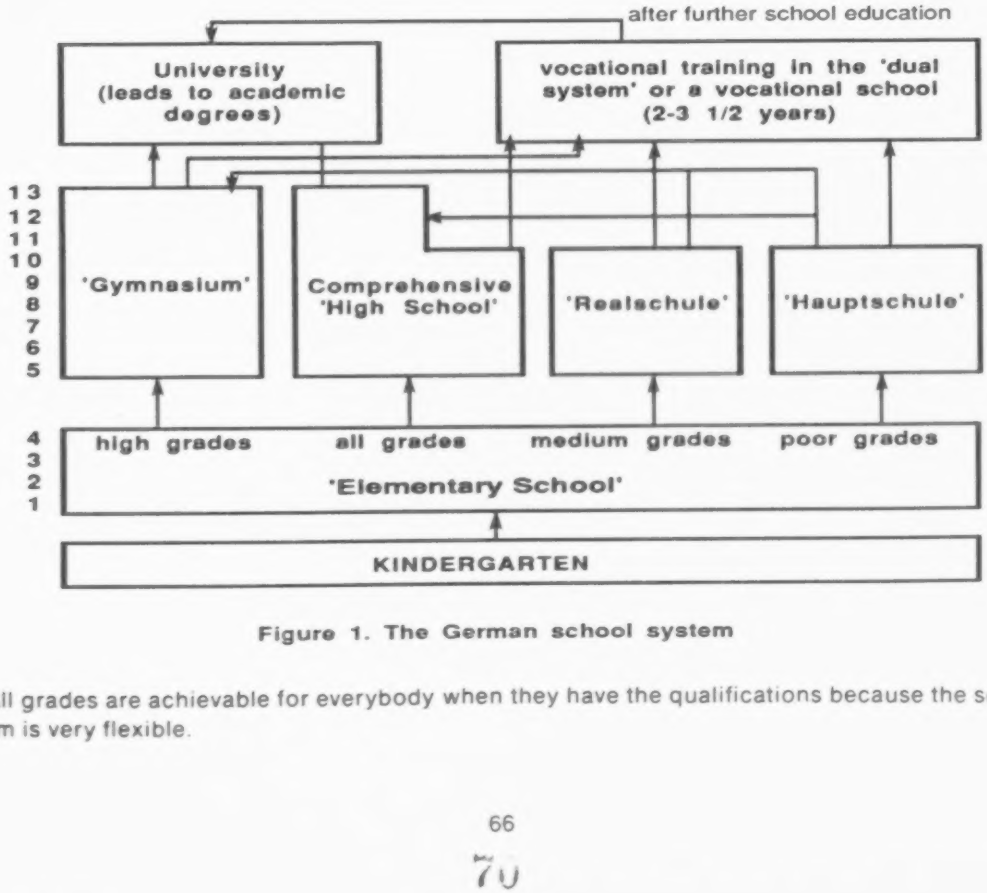

after further school education
University (leads to academic degrees)
vocational training in the 'dual system' or a vocational school (2-3 1/2 years)
13
12
11
10
9
8
7
6
5
'Gymnasium'
Comprehensive 'High School'
'Realschule'
'Hauptschule'
4
3
2
1
high grades
all grades
medium grades
poor grades
'Elementary School'
KINDERGARTEN

Figure 1. The German school system

All grades are achievable for everybody when they have the qualifications because the school system is very flexible.

As figure 1 shows, after 4 years of elementary school (the exception is Berlin, where 6 years of elementary school is required), students may go to a Gymnasium, comprehensive high school, Realschule, or Hauptschule. The choice depends upon the decision of parents, teachers, and the school, as well as upon the level of academic achievement displayed by the student. Students with poor grades go to a Hauptschule, those with average grades go to a Realschule, and those with high grades go to a Gymnasium. German comprehensive high schools are a combination of all three other types of schools and offer the same degrees. Students are able to move from one type of school to another. For example, a student who does very well in Realschule can choose to attend a comprehensive high school or Gymnasium. A student who wants to attend a university, however, must have graduated from a Gymnasium or comprehensive high school. Students who graduate from a Realschule or Hauptschule are eligible for either vocational training or vocational school, as are students who leave a comprehensive high school at the completion of grade 10. A total of 9 or 10 years of education is compulsory.

German and American universities differ in some respects, also. For example, German universities do not offer degrees in fields such as nursing or the preparation of kindergarten teachers. In Germany, all universities are free of charge, and students can obtain low-interest government loans to cover living expenses. Vocational schools (post-high school) are either public (tuition-free) or private (students must pay tuition).

**Second, the vocational training system is different.** Students who complete the tenth grade in a high school or who graduate from a Realschule or Hauptschule are eligible to enter the dual system of vocational training, so named because it is a combination of formal education and on-the-job training. Apprentices train on-the-job with a company three to four days a week and attend a vocational school part-time. The school teaches the theory related to the occupation they are learning. Apprentices are paid by their company.

The quality of vocational training is very high. Laws guarantee that everyone learns the same material whether they train in a large or small company. After a period of two to three and a half years, apprentices must pass an exam that ensures that they are really able to perform the job they have studied. Very often, apprentices remain with the company even after they have finished their apprenticeship.

Some occupations, such as nursing, are taught only at vocational schools and do not involve an apprenticeship. These full-time vocational schools are roughly equivalent to an American college.

**Third, vocational guidance counselors are not employed by the schools.** Rather, they are employed by the Bundesanstalt fuer Arbeit, which means Bureau of Employment Services or Federal Institute of Labor. Vocational guidance counselors in Germany work with ninth and tenth grade students in all the different types of schools and the twelfth and thirteenth grade students in the Gymnasium. They also give advice to university students and apprentices.

Guidance counselors teach at school for several hours during the school year, keep regular hours at school, conduct individual- or group-counseling sessions at their office, and provide placement services by working with employers to match students with apprenticeship positions offered by companies.

**Fourth, the Bundesanstalt fuer Arbeit has a monopoly on counseling and placement.** Private placement agencies, as well as private vocational counselors, are not permitted. The Bundesanstalt fuer Arbeit exists to fulfill the laws that guarantee the right of free choice of occupation and workplace. All services are free of charge, free of bias, and available to everyone.

## Organization of the Bundesanstalt fuer Arbeit

The Bundesanstalt fuer Arbeit is a self-administrative agency with its headquarters in Nuremburg, 9 regional labor offices, and 146 employment offices (see Figure 2, below). Each local employment office is divided into four divisions.

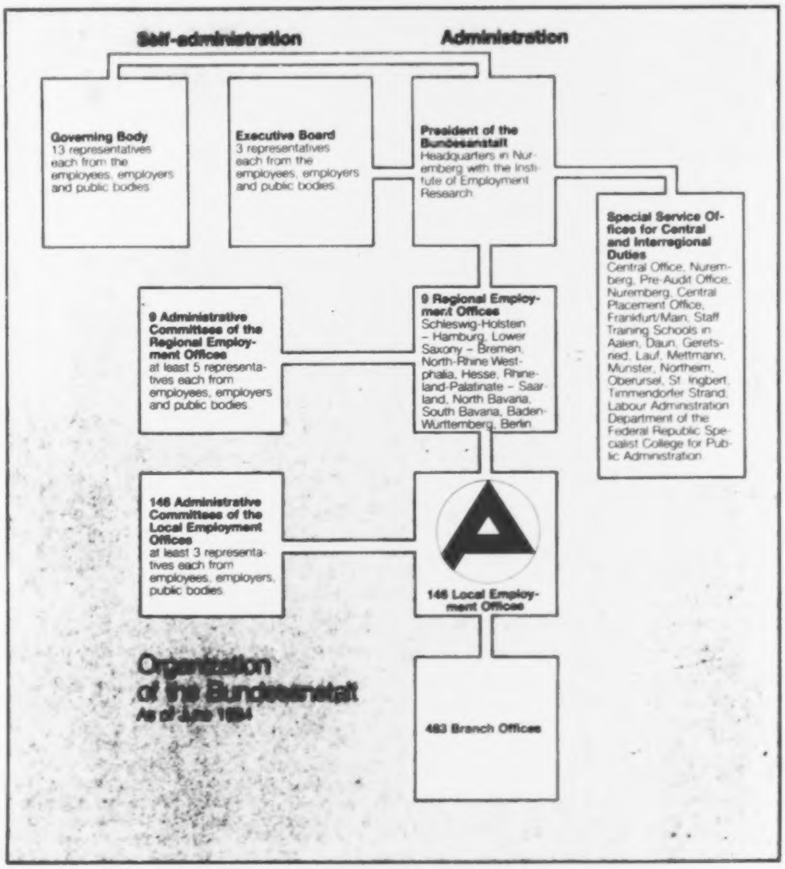

Self-administration
Administration
Governing Body 13 representatives each from the employees, employers and public bodies
Executive Board 3 representatives each from the employees, employers and public bodies
President of the Bundesanstalt Headquarters in Nuremberg with the Institute of Employment Research
Special Service Offices for Central and Interregional Duties Central Office, Nuremberg, Pre-Audit Office, Nuremberg, Central Placement Office, Frankfurt/Main, Staff Training Schools in Aalen, Daun, Geretsned, Lauf, Mettmann, Munster, Northeim, Oberursel, St. Ingbert, Timmendorfer Strand, Labour Administration Department of the Federal Republic Specialist College for Public Administration
9 Administrative Committees of the Regional Employment Offices at least 5 representatives each from employees, employers and public bodies
9 Regional Employment Offices Schleswig-Holstein – Hamburg, Lower Saxony – Bremen, North-Rhine Westphalia, Hesse, Rhineland-Palatinate – Saarland, North Bavaria, South Bavaria, Baden-Wurttemberg, Berlin
146 Administrative Committees of the Local Employment Offices at least 3 representatives each from employees, employers, public bodies
146 Local Employment Offices
483 Branch Offices
Organization of the Bundesanstalt
As of June 1984

Figure 2. Organization of the Bundesanstalt fur Arbeit in Germany

The Employment Promotion Act determines the duties of the Bundesanstalt. The main duties are—

- job placement,
- financial promotion of vocational education for the handicapped,
- financial aid for securing and creating employment,
- payment of unemployment benefits and further responsibilities as assigned by the federal government (e.g., child benefits), and
- vocational guidance counseling for adults and adolescents.

## Vocational Guidance Counseling

The work of vocational guidance counselors, who are employees of the Federal Institute of Labor (Bundesanstalt fuer Arbeit), is divided into three main areas:

- Orientation
- Counseling
- Placement

### Orientation

At the schools, counselors teach about vocational choice several times a year during the ninth and tenth grades. For example, they inform the students about—

- how to find out about skills and interests,
- how to apply for an apprenticeship,
- how students can use the services of the vocational guidance department, and
- how they can prepare for tests, etc.

Counselors also talk with students individually during the school day at school.

During parent meetings at school, counselors inform parents about important items related to vocational choice. In this way, parents are better prepared to support their children in career choice matters.

Career centers also play a role in providing vocational information and orientation. Each class (approximately 30 students) visits the career center with its teacher during the ninth grade to become acquainted with this institution, which also is part of the Federal Institute of Labor. The Career Information Center (CIC) is a self-information institution, is accessible to all interested people, and provides people with all available information about occupations. Career centers contain—

- a media library with audiovisual work facilities (TV monitors, microfilm apparatus, learning machines) and a comprehensive specialized library,
- documentation,
- exhibits, and
- lectures about occupations, where people from industry talk about their occupations, etc.

Written information is provided for each student and consists of

- "Beruf aktuell," a book with short descriptions of occupations,
- "Step Plus," a self-discovery program, and
- "Mach's richtig" ("Do It the Right Way"), a book about the labor market, how to apply for a job, etc.

Teachers use these information materials during their lessons at school.

BERUF AKTUELL 1987
1985/86
Studien- und Berufswahl
IZ
IZ
AUF DEM WEGE ZUM BERUF
abi
UNI
Mehr Wissen über die Berufswahl

Figure 3. Career information material

**Counseling**

Individual- and group-counseling sessions are available. The student must make an appointment to get an individual-counseling session with a counselor. Normally, these counseling sessions take place in the employment office, but it is also possible to talk with a counselor during his/her hours at school. A counseling session lasts about one hour. A student can use this service as often as needed.

The contents of the counseling session are based on the individual's situation. A counseling session will fall into one of three categories:

- Information
- Decision-oriented
- Realization

Counseling can be supported by medical and psychological services. For example, a special aptitude test using computerized evaluation may be administered.

**Placement**

The employment office, department of vocational guidance, runs the placement for apprenticeship. It is obligated to place suitable candidates solely in those training facilities that have excellent technical, sanitary, and education conditions. The office works with the Chamber of Crafts, Chamber of Commerce and Industry. The department of vocational guidance also informs clients about available school training places. Counselors and placement officers foster contacts with employers. Placement is computer-aided.

## Counselor Education

Counselors for Hauptschule, Realschule, and comprehensive high school train for three years at the Labor Administration Department of the Federal Republic Specialist College for Public Administration in Mannheim (Fachhochschule des Bundes fuer oeffentliche Verwaltung-Fachbereich Arbeits [verwaltung] ). The program studied is called Employment and Vocational Counseling, and is a mixture of several subjects, including sociology, psychology, law, administration, counseling, and education.

Counselors for Gymnasium and students at universities must have completed a course of study at a university and received a one-year's introductory course in their future profession. Counselors are provided with further education and updated information material. They must know all occupations.

# PART 2

---

## Plans and Results of the 1987 Ohio Middle School and Junior High School Guidance Counselors Conference Participants

---

# 1987 Workshop

## Participants' Guidance Program Improvement Plans: Goals and Statements of Expected Student Results

### Introduction

During the course of the 1987 Career Guidance Conference, the 110 participants were required to design and submit a guidance improvement plan for their schools that utilized their workshop experience and the materials and resources received there. The following pages present these improvement plans for all schools involved.

Throughout the year, the Ohio Department of Education will follow up with participants, monitoring the implementation efforts. At the completion of their activities, participants will submit reports to the State Department detailing the results of their efforts.

---

| | **Goals** | **Expected Student Results** |
|---|---|---|
| *School No. 3* | All students at the middle school will acquire and demonstrate competencies in selecting and planning a career that relates to their interests | (1) Students will learn about personal interests.<br>(2) Students will examine occupations to see how they relate to their interests.<br>(3) Students will learn how educational preparation relates to potential occupational choices. |
| *School No. 112* | All students at the junior high will be given the opportunity to participate in a program that matches their characteristics by acquiring and demonstrating competencies in studying and test taking. They will utilize resources available to them and exercise rights and responsibilities while following rules and regulations. | Students will gain competencies needed in career decision making and planning. Skills will be demonstrated by successfully passing tests designed for their individual learning style. Some skills to master are as follows:<br>(1) Demonstrate effective study skills<br>(2) Learn to manage time in test taking<br>(3) Be able to make wise choices in school courses that match their academic strengths<br>(4) Plan and organize for long-term projects<br>(5) Interpret cue words in tests<br>(6) Learn how to reduce stress in test taking |
| *School No. 41* | Students will explore careers with help from their parents. Students will look at two possible career area clusters. | (1) Students will begin thinking about future careers.<br>(2) Students will pass seventh grade. |
| *School No. 62* | Students will learn more about their interests and explore careers that match those interests. | (1) Students will develop an awareness of their interest in working with people, data, or things.<br>(2) Students will gain knowledge of at least three careers that match their interests. |
| *School No. 23* | Each counselor will be able to identify strengths and weaknesses and use those factors to move toward a competency-based guidance program. | Counselors will begin to understand the benefits of competency-based guidance not only for their students, but also for themselves. Program elements will include but not be limited to: induction and deduction planning, establishment of elements of rationale, philosophy, goals, and competencies evaluation. Research and background information will be derived from conference materials, contact with experts, and contact with the National Center for Research in Vocational Education. |

| | Goals | Expected Student Results |
|---|---|---|
| *School No. 111* | Seventh- and eighth-grade students will become aware of and knowledgeable about a variety of career opportunities by relating math and science subject matter areas to the skills needed to succeed in those career fields. | Each seventh- and eighth-grade student will attempt/complete 10 math and/or science activities by utilizing the *PEAK* program in conjunction with the *COIN* machine. These activities will be completed either in the math and science instructional periods or during study hall periods throughout the 1987-88 school year. The *PEAK* brochures and *COIN* program will be made available to each student, and evidence of their participation will be measured by homeroom and/or math and science teachers' keeping a checklist noting each student's participation. |
| *School No. 28* | The students will have a better understanding of themselves, how their interests relate to career clusters, and the necessary skills needed to get and keep a job. Emphasis will be placed on sex roles and stereotyping in the job market and the importance of sex equality when making career choices. | **Target Group:** All ninth-grade English students.<br>**Behaviors:**<br>(1) Know interests<br>(2) Explore career clusters related to interests<br>(3) Be aware of sex roles and stereotyping and how they relate to the job market<br>(4) Know skills needed to get and keep a job<br>(5) Experience a job (through shadowing) for one day<br>(6) Evaluate the shadowing experience<br>**Strategies:**<br>(1) Administer the *COPS Interest Survey* and relate results to job clusters [using the *Dictionary of Occupational Titles (DOT)*, *Occupational Outlook Handbook (OOH)*, and *Worker Trait Group Guides (WTGG)*]<br>(2) Discuss and complete handouts on sex roles and stereotyping using the *Choices* and *Challenges* books<br>(3) Use guest speakers in nontraditional occupations/jobs<br>(4) Watch MTV video, view posters, discuss and role-play skills necessary to get and keep a job<br>(5) Assist students in finding jobs to shadow by giving them names, phone numbers, etc.<br>(6) Conduct a follow-up discussion after the shadowing experience and encourage continued exploration if necessary<br>**Evidence:**<br>(1) A written paper, graded by the English teacher and reviewed by the counselor, will answer specific questions related to the shadowing experience and will relate this experience to the concepts learned in the classroom sessions<br>(2) Students will compile a career folder that will contain all the materials used in the unit and will follow them to the high school<br>(3) Teacher-counselor observations |

| Goals | Expected Student Results |
|---|---|
|  | (9) Participate in career day in a prepared and informed way<br>(10) Process career day experiences and impressions and share suggestions or criticisms in a meaningful and productive manner |
| *School No. 40*<br>Students will increase their knowledge of their characteristics, specifically in terms of interest in and knowledge about the world of work and its relation to educational planning. | All eighth-grade students will do the following:<br>(1) Demonstrate increased knowledge of career interests and educational planning<br>(2) *Career Planning System*<br>(3) Complete their career folders and interviews with counselors |
| *School No. 79*<br>Eighth-grade students will gain knowledge of present likes and interests in relation to the world of work. | (1) Eighth-grade students will identify personal likes and interests using a general career interest survey. I will provide group guidance lessons in which I will offer information and direction. For students who need more direction, I will lead small groups or provide individual assistance. Students will complete the career interest survey, matching their interests and careers.<br>(2) Students will also explore a career area through reading and participation in career exploration day. |
| *School No. 20*<br>In the occupational domain, all students will develop competencies (knowledge, attitudes, and skills) in the following areas:<br>(1) Discover and examine such career-related personal characteristics as interests, attitudes, and skills<br>(2) Develop a career/educational plan tailored to their individual needs and characteristics<br>(3) Learn/develop proper work habits and attitudes needed to get and keep a job<br>(4) Become familiar with the world of work, careers, the worker trait groups, and their characteristics | (1) By using various textbooks, work sheets, inventories, and standardized tests, students will identify, monitor, and develop their career-related characteristics such as interests, abilities, values, and preferences.<br>(2) By using textbooks, guides, and other sources of information, students will gain knowledge of kinds of characteristics related to various worker trait groups.<br>(3) By comparing their personal characteristics assessment with their knowledge of requirements of worker trait groups and occupations, students will develop a career plan consisting of both short- and long-range career goals and an educational course of study designed to help them meet those goals.<br>(4) Through various means, students will identify work habits and attitudes necessary to job success and rate their ability to exhibit such skills.<br>Note: Other faculty members will cooperate in showing students how well they exhibit good work habits and attitudes. |
| *School No. 90*<br>All seventh graders will receive developmental help in considering career choices. | Students (grade 7, approximately 200) will explore career opportunities within classroom settings. Students will use the *CPS 101 (Career Planning System)* program to compile a career folder to be taken home for parental/student use. |

*School No. 107*

**Goals**

To reduce the number of students who experience behavioral and/or academic problems, a select group of students will receive the opportunity over the course of the school year to become more aware of their career choices. The students will demonstrate improvement in the above-mentioned areas.

**Expected Student Results**

The **target group** will be approximately 20 students in the eighth grade who have experienced academic or behavioral difficulties in the past school year. At a conference prior to the start of the school year, there will be a discussion with the student, the parents, the counselor, and an administrator. At this conference, the student will select academic behavior and career interest goals for the new school year. On a weekly basis we will work with, counsel, and tutor, the student as well as be in contact with the teacher and parents regarding the progress toward the achievement of the goals. Goals and objectives will be based on student abilities and strengths. We will refer to standardized test scores, teacher evaluations, and any career testing results that indicate student interest areas.

The **expected results** are as follows:

(1) Improved academic performance and effort will result as the student acquires and demonstrates improved competencies in study and test-taking skills (reference AGS's "How to Study Text" and "Study Habits Survey").

(2) Improved school behavior will develop as the student gains competencies in following rules and regulations.

(3) The student will acquire and demonstrate an awareness of career decision making and planning and gain an increased awareness and knowledge of the world of work (reference: *Job-O* or *COPS/COIN* microfiche). We will take students to actual job sites to talk with employers and work on interviewing skills. The student will then demonstrate interviewing skills.

---

*School No. 93*

The students in grades five through seven will develop an awareness of themselves as individuals—educationally, socially, and as potential workers. The materials acquired through this conference will be used to facilitate and augment exploration of the world of work and career decision making and planning. The middle school career day will serve as the focal point of this process.

The student will accomplish the following:

(1) Identify personal interest areas through the use of interest inventories

(2) Become familiar with the decision-making process and demonstrate that familiarity

(3) Recognize each of the 12 career cluster areas

(4) Demonstrate familiarity with the *WTGG*, the *DOT*, and the *OOH*

(5) Identify career clusters of interest per the results of the interest inventory

(6) Identify three to five major areas of career interest through the decision-making process

(7) List jobs within the identified clusters that he or she would like represented on career day

(8) Develop, administer, and process a list of career representatives from which the student body may make three to five choices, preferably within their identified cluster areas, for career day (this step to be completed by a representative committee of students from grades five to seven)

| | **Goals** | **Expected Student Results** |
|---|---|---|
| *School No. 95* | Each sixth grader will demonstrate knowledge of the world of work through career exploration. | (1) Each student will be able to identify at least three new careers of which they had little knowledge before this unit began.<br>(2) Each student will be able to state three likes and dislikes (interests).<br>(3) Each student will be able to identify two of his or her major strengths (skills).<br>(4) Each student will be able to tell about a career of his or her choice. |
| *School No. 1* | Each eighth grader will relate interests and abilities to specific occupational roles and demonstrate decision-making skills in choosing a career. | **Target Group:** All eighth grade pupils; teachers-grade eight team teachers.<br>**Results:**<br>(1) Select basic academic courses that will help students prepare for and realize their occupational goals<br>(2) Be able to complete *Career Search* work sheets<br>(3) Describe steps in the decision-making process<br>(4) Select high school courses (ninth grade).<br>I will work with pupils in groups and individually. All pupils will be administered the *Ohio Interest Survey (OIS)* and copies will be placed in their career folders. Parents will be invited to school for a conference on the *OIS* results. I will provide work sheets, films, field trips, and magazines for student and faculty use. |
| *School No. 33* | Students will learn about the interrelationship of personal interests to the world of work. Students will gain some understanding about choosing a job (and their educational priorities). | **Target Group:** Sixth-grade students.<br>(1) Students will be able to identify their personal interests after completion of an interest survey.<br>(2) Students will be able to relate their interests to standard job clusters by completing the interest survey.<br>(3) Students will know how to explore a job as it relates to their interests by actually exploring a specific job of choice.<br>(4) Students will share information with parents. |
| *School No. 50* | All eighth graders will acquire and demonstrate competencies in career exploration and how it relates to their individual aptitudes, attitudes, talents, and interests. | (1) Students will inventory their personal interests/aptitudes/talents.<br>(2) Students will research at least one career through classroom assignments.<br>(3) Students will be exposed to various career resources, such as speakers, library resources, and guidance resources. |
| *School No. 101* | Eighth-grade students at the middle school will plan and prepare for a career that will help them decide which area in high school will best relate to their interests and objectives. | Students will know their personal strengths and weaknesses through testing and be able to select high school programs based on their strengths. I plan to work this in with the Ohio history teachers (unit on careers). I will spend as much time as I can in the classrooms. I'll get the films, activities, books, and interest |

| | Goals | Expected Student Results |
|---|---|---|
| *School No. 37* | Students will gain knowledge about career opportunities. Students will better understand their career potentials. | Eighth-grade students will shadow a worker of their choice for at least a half day; each shadower will complete an observation log; all students will attend three career sessions presented by a community person; students will complete observation sheets for these sessions; students will write a short paper (no more than one page) on their career goals as they relate to their experiences during career week. Following career week, students will have access to a computer lab and software describing job opportunities. |
| *School No. 82* | Inservice training will be provided to all K-8 teachers on how to use the teaching materials from Learning Tree dealing with study skills and value awareness. | (1) Teachers will become informed about how to teach and will actually teach study skills and value awareness.<br>(2) Teachers will be trained to use and will use Learning Tree materials for study skills and value awareness.<br>(3) Teachers will be trained to evaluate the teaching of study skills and value awareness through tests, surveys, reports from students, and so forth. |
| *School No. 3* | All students in grades six to eight in the elementary school will acquire decision-making skills for their personal, interpersonal, and career decisions. | (1) Eighth graders will gain knowledge of general career areas related to their interests. The guidance counselor will administer the *COPS Interest inventory* to all eighth-grade students and facilitate small-group discussions on the results. Students will verbally demonstrate their understanding of the inventory results and related careers to the guidance counselor. Results will be kept in personal folders.<br>(2) Eighth graders will learn decision-making steps and how they relate to personal, social, and career decisions. Guidance counselors will facilitate three sessions per group. The decision-making steps will be taught and students will participate in small groups to apply these steps to personal, social, and career decisions. Students will write an essay on recent decisions they've made and the results of those decisions. Essays will be kept in their personal folders.<br>(3) Seventh graders will gain skills in decision making related to personal, social, and career decisions. Students will learn how decisions they make now will affect their future. The guidance counselor will present the film *Health Decisions: Drugs, Alcohol and Tobacco*. Group discussions will focus on substance abuse and how it affects their future. Class participation will indicate to the counselor students' understanding.<br>(4) Sixth graders will learn about jobs as they relate to present school experience and values of work. The counselor will present the film *Why We Work* and facilitate group discussions through which students will demonstrate their understanding of work. |

| Goals | Expected Student Results |
|---|---|
| | test for the teachers to use. I work with the high school counselors and will ask them to spend at least 2 days in the classrooms informing the students about the programs available in the high school. |
| *School No. 76*<br>Each eighth grader will demonstrate knowledge of the world of work through assessment and exploration of skills, interests, and abilities. | (1) Students will demonstrate the ability to use the *OOH*.<br>(2) After participation in the shadowing program, students will share their experiences with the group.<br>(3) Students will match their interests and abilities with career clusters and explore options.<br>(4) Students will demonstrate to parents knowledge learned through career education. |
| *School No. 83*<br>Grade eight students at the middle school will acquire and demonstrate competencies in planning and preparing for a career that relates to their career/occupational goals and objectives and to their assessed aptitudes, attitudes, and interests. Each student will acquire/demonstrate knowledge of the world of work and career decision making and planning. | (1) Grade eight students will identify personal career and occupational interests, aptitudes, and talents; identify positive attitudes toward work; identify personal work strengths and competencies; and recognize that schooling is necessary for future careers.<br>(2) All eighth graders will be taking an interest inventory.<br>(3) Students will use a computer disk to explore different career choices.<br>(4) Students will utilize the coordinated occupational information network computer and receive a printout of their career selection.<br>(5) Students will have a permanent record or folder on their various career choices. |
| *School No. 67*<br>Ninth graders will demonstrate an understanding of their own abilities, aptitudes, and interests; understanding of how these qualities relate to their career goals; and understanding of basic concepts about the world of work. | (1) Complete the *COPES Work Values Survey*.<br>(2) Complete the *COPS Interest Inventory*.<br>(3) Be able to identify one area of high interest and three careers within it.<br>(4) Review results of *MAT6* spring test.<br>(5) Be able to identify his or her own academic achievement strengths and weaknesses and compare these to academic ability test results.<br>(6) Research three careers in the *OOH*. |
| *School No. 88*<br>Students will identify positive attitudes toward work. Students will identify personal career and occupational interests. | Grade eight students will demonstrate a knowledge of attitudes and behaviors that help to accomplish a task, as well as their own personal career or occupational interests.<br>This will begin with group discussion of the rewards and responsibilities of work. The *COPS Interest Inventory* will be administered and students will score and interpret findings. Results will be keyed to the *DOT*. Students will describe three career clusters and list five jobs in each of the three clusters. Students will be encouraged to do additional reading outside class in their areas of career interest. |

|  | Goals | Expected Student Results |
|---|---|---|
| *School No. 43* | Sixth-, seventh-, and eighth-grade students will be exposed to and demonstrate knowledge of nine career cluster areas and relate their own abilities, interests, and strengths to at least two of the cluster areas. | Having participated in career activities, students will do the following:<br>(1) Prepare a collage of a career cluster in which they have expressed interest (sixth grade)<br>(2) Write and present a 3-minute television commercial promoting a chosen career area (seventh grade)<br>(3) Research a career area and write a two-page report on that career (eighth grade—this will be done for a grade in language arts) |
| *School No. 12* | Increase the career awareness of sixth and seventh graders. | **Target Group:** Sixth graders.<br>(1) Learn to use an Apple computer<br>(2) Relate their interests to general types of work and generate an academic program on which the student can focus.<br>**Materials:** *Career Planning System; Group Interest Sort.*<br>**Target Group:** Seventh graders.<br>(1) Students will be able to relate their interests to an occupational group.<br>(2) Students will explore their interests in more detail and how this plays an important part in acquiring an occupation that will satisfy them.<br>(3) Students will be able to use an Apple computer to explore in more depth their interests and occupations (for those who desire further inquiry). |
| *School No. 31* | Each eighth-grade student will explore occupational clusters, related work activities, curriculum areas, and areas of skills and aptitudes with a goal of developing a printout of his or her potential career choices. | Each eighth grader will develop a printout of his or her potential career choices using the *Career Assessment and Planning Program*. In order to accomplish this, a computer will be added to the career center in the library and students will be assigned computer times.<br>Students will be assisted in this program by computer students, the principal, counselor, librarian, or member of the special education staff.<br>Students will be encouraged to make their choices based on personal preferences and values, scholastic training, and job rewards. |
| *School No. 17* | Seventh graders will acquire and demonstrate competencies in recognizing their own and others' contributions. | The student will learn to do the following:<br>(1) Show respect for others and themselves as individuals of worth<br>(2) Describe one's need to belong to a group<br>(3) Identify various alternatives for contributing to other students<br>**Strategies:**<br>(1) Use of materials from transition to help build self-esteem<br>(2) Use of *COPING* books to deal with individuals having specific problems<br>(3) Administration of Myers-Briggs test and interpretation to help students appreciate their own and others' uniqueness |

| Goals | Expected Student Results |
|---|---|
| | (4) Poster displays as visual aids during the unit<br>(5) Use of self-esteem materials from *Choices* and *Challenges* workbook<br>(6) Use of *STEP-Teen* with parents either in a small-group situation or by sending materials to parents in order for them to provide reinforcement and positive strokes at home<br>**Evaluation:** Participation, verbal observation, nonverbal observation, and written evaluation. |
| *School No. 65*<br>The overall project will be to establish a junior high school program encompassing the areas of study skills, self-concept, and general career awareness. The general goal is to help students develop competencies in the study skills area (seventh grade), develop and enhance self-esteem (eighth grade), and expand general career awareness (ninth grade). | **Target Group:** Seventh-grade students will, at end of the year, demonstrate greater competency in two to three areas of their choosing. These areas, such as note-taking skills and listening skills, will be determined by a study skills assessment (computer disk) taken in the fall.<br>**Target Group:** Eighth-grade student groups will identify such self-concept characteristics as developing greater self-esteem. The basic strategy used to enhance this program in the seventh and eighth grades will be the use of the expertise of the classroom teacher. The teacher will be instrumental in helping students examine their skills regarding how to study in the seventh grade (present social studies program has a built-in study skills component). In addition, students will be using the computer center individually or in small groups to identify areas of weakness.<br>Once these are identified, teachers will introduce lessons to remediate two or three areas. Students will be asked to use the media center and exercises will be provided to work on study skills areas. The eighth-grade component will attend to affective areas of self-concept. Students will demonstrate greater self-awareness through use of small-group techniques, miming films, and identification by teachers as having a more mature attitude in general. The final year (ninth grade) presents the opportunity to explore interests by using inventories (*COPS/IDEAS*). (This idea is not formally presented as a project goal but warrants mentioning in relation to the transition from seven to nine.) |
| *School No. 52*<br>Eighth graders will acquire and demonstrate competencies in career decision making and planning. | Students will accomplish the following:<br>(1) Demonstrate knowledge of career clusters by participating in discussion of a film on clusters and by selecting cluster preferences on *Ohio Vocational Interest Survey (OVIS)* questionnaire<br>(2) Identify their personal career interests by completing the *JOB-O Career Planner*, the *OVIS*, and the high school planner |

| **Goals** | **Expected Student Results** |
|---|---|
|  | (3) Conduct a career search by using *Occu-File, OVIS* printout, and other career files; by interviewing or shadowing; by developing a career poster or notebook; and by selecting five career sessions to attend at career day<br>(4) Map out their high school plans by identifying the high school course offerings and graduation requirements, by matching their interests with job skills, and by selecting courses based on their career awareness |
| *School No. 68*<br>Each eighth grader will be able to make a more informed selection of high school classes through a heightened awareness of his or her vocational interests. | **Results:**<br>(1) Students will be capable of listing one or two career clusters appropriate for their interests.<br>(2) Students will be capable of listing three to five occupational titles within the career cluster that interests them.<br>(3) Students will select high school courses with more awareness of the relationship of the classes to their vocational interests.<br>**Strategies:** Teaching Unit: Career Information.<br>(1) Provide general introduction to the world of work, including (a) careers and interests, (b) career clusters, and (c) occupation titles<br>(2) Conduct computerized interest survey<br>(3) Relate interests to career clusters<br>(4) Explore cluster(s) to (a) identify occupations within cluster and (b) explore selected occupations<br>(5) Complete written survey on occupation(s) of interest, including (a) cluster and title; (b) entry requirements, education, training, and social skills; (c) job description, salary, environment, structure; and (d) high school courses required in preparation<br>(6) Discuss high school curriculum offerings, including (a) requirements, (b) electives, (c) vocational programs such as OWA, agriculture, home economics, joint vocational school<br>(7) Wrap up the unit by offering (a) parent meetings to discuss preregistration and (b) complete registration materials for high school |
| *School No. 108*<br>Students will gain knowledge about the world of work as it relates to personal traits and interests. | (1) Each eighth grader will identify at least one career cluster of personal interest through the Harrington O'Shea Career Decision-Making System. Evidence of this behavior will be exhibited on the student's interpretive folder (counselor will collect a copy of this).<br>(2) Students will learn to locate information about worker trait groups within these clusters through the *Worker Trait Group Guide (WTGG)*. Counselors will scan the classroom-size groups to determine that each student has located at least one worker trait group of choice. |

|  | Goals | Expected Student Results |
|---|---|---|
| *School No. 26* | Students will acquire and demonstrate competencies in learning about careers that relate to their career and occupational attitudes, interests, and assessed aptitudes. | (1) Each seventh grader will identify personal career and occupational interests, aptitudes, and talents.<br>(2) Seventh graders will analyze their own abilities and interests in terms of desired occupational areas.<br>(3) Eighth graders will demonstrate knowledge of the world of work through occupational categories and the associated jobs and requirements.<br>(4) Eighth graders will use occupational information-seeking skills to match occupational or career requirements with worker traits. |
| *School No. 61* | Students will have knowledge of their own interests and how those interests relate to the world of work. | (1) Eighth graders will demonstrate their skills by using their interest survey and relating interests to jobs and job characteristics.<br>(2) Students will become familiar with the *OOH*.<br>(3) Some students will use the *Career Finder*.<br>(4) Students will have their major career selections narrowed down to three and will examine an occupation in each career area.<br>(5) Students will select job presenters to hear during career day. |
| *School No. 9* | Eighth graders will demonstrate the ability to use the *COIN* microfiche reader, the *DOT*, and *Worker Trait Group Guides* (*WTGGs*) in learning about possible career fields suggested by their scores on the *Differential Aptitude Test* and the *Kuder Interest Inventory Test*, which will begin their investigation of the world of work and their place in it. | Eighth graders will demonstrate to the counselor their ability to use the *COIN* microfiche reader and files, the *DOT*, and the *WTGG* to investigate possible careers. Students will be tested for aptitudes with the *Differential Aptitude Test* and for vocational interests with the *Kuder Interest Inventory Test*. Results will be explained and implications of the results will be discussed in two large-group sessions. Students will then break into small groups during study hall times to be instructed in the use of the *COIN*, *DOT*, and *WTGG*. Practice time for each student during study halls will be allotted to ensure understanding of techniques for use and types of information available from these sources, as well as the *OOH*.<br>(1) Students will then be given work sheets on which they'll list one to five career possibilities along with salary, educational requirements, job activities of each, and location of this information in each source.<br>(2) Students will schedule at their own discretion. The counselor will observe the student to ensure understanding of the use and usefulness of these information sources and will review the work sheet when completed to assess results of the training program.<br>Work sheets will be returned to students for future use. Extra help can be given to those who need more practice and/or help in determining possible careers. |

|  | Goals | Expected Student Results |
|---|---|---|
| *School No. 91* | To work with seventh and eighth graders who have been sent to my office for disciplinary reasons to effect some change in their attitudes and behavior. The spin-off will be that their respect for themselves and others as well as respect for school rules will improve and their future time will be better spent in the classroom rather than my office. | (1) Seventh and eighth graders reported to me for infraction of school rules will acquire the knowledge and understanding of their responsibilities and abilities as a student and the need to work with other people (students/staff) within the framework of the rules delineated in the *Student Handbook*.<br>(2) Each student will be given the opportunity to use the resource materials that I have purchased on personal guidance, interests, aptitudes, careers, and so forth and will discuss with me after their "learning period" (which may occur in the ISS room, guidance conference room, home study, or after-school detention setting) the nature of their problem, their feelings, and a plan for their solution to the problem.<br>I will confer with each of these students again during the first semester of the school year (either by their being sent to me again for the same or different infraction or by my going to them to chat about any changes in attitude or behavior that they or I have noticed). |
| *School No. 109* | To establish an introductory course for all seventh graders on careers. To introduce all seventh graders to an interest inventory. | (1) Each seventh grader will acquire knowledge about the world of work by completing an introductory course in careers.<br>(2) Each seventh grader will complete an interest inventory that will be the basis for their exploration of the world of work. |
| *School No. 102* | Each eighth grader at the middle school will gain knowledge of personal characteristics and will be able to relate these to the world of work. | In October, the eighth graders will fill out the *COPS*. From the *COPS* they will know into what occupational cluster their interests fall. To evaluate if the student knows how interests relate to the world of work, he or she will write two reports on two occupations that fall into the highest interest job cluster. This will be done in English class. Included in this report will be<br>(1) a description of the occupation,<br>(2) discussion of how their interests (listing three) relate to the job,<br>(3) qualifications or education needed, and<br>(4) progressive steps needed to enter this occupation.<br>In January in science class, a video will be shown that describes 17 different vocational areas available in high school. Pamphlets describing the local/vocational school program will also be handed out at that time.<br>In March, the middle and high school counselor will help students fill out their freshman schedules using information they have learned about themselves during the school year. |

| Goals | Expected Student Results |
|---|---|
| *School No. 5*<br>The goal of the project is to help students begin or continue consideration of the directions their lives are taking regarding career choices. | (1) Eighth graders will be able to name careers that match the interests they have identified through the use of a career interest inventory and be able to list those careers upon completion of the project.<br>(2) Eighth graders will be able to describe the careers they have identified by using career reference materials from the guidance department that give descriptions of a variety of careers and will be able to write their own descriptions of these careers. |
| *School No. 105*<br>Given a career vocational folder, each seventh grader will work cooperatively with a counselor toward the completion of the following career activities: (1) learning style inventory results, (2) completion of an interest checklist, and (3) personal resume. This folder will be maintained for the next 3 years and given to students at the conclusion of their ninth grade year. | **Target Group:** Seventh graders at the junior high school.<br>**Personnel:** One and a half counselors per building.<br>(1) Students will be able to complete a vocational folder for their personal use during their 3 years as junior high school students.<br>(2) At the end of their ninth-grade year, students will be given folders to use in their career development. |
| *School No. 84*<br>All students (seventh and eighth grades) will increase their knowledge of the world of work through activities that will be directed by student interest. Students will also develop career awareness for decision making. Parents and staff will be trained in the role they play for career orientation. | (1) Each eighth grader will be able to explore three occupations through the guidance information system.<br>(2) Inservice will be provided for 30 staff members and 20 parents to update their awareness of career information.<br>(3) All seventh graders will receive an orientation focusing on self-awareness, self-reliance, and self-confidence.<br>(4) All eighth graders will go to career lab in small groups to participate in a quickie questionnaire for job search activities.<br>(5) Students will be able to confer with teachers and parents about career choices.<br>(6) Seventh graders will receive an orientation to the world of work by listening to career days speakers. |
| *School No. 8*<br>A sense of self-worth and a knowledge of individual abilities, interests, and values will be promoted within the seventh-grade class. | (1) Seventh graders will demonstrate knowledge and acceptance of their individuality by selecting appropriate eighth-grade courses during eighth-grade registration.<br>(2) Seventh graders will be able to discuss their individual differences in a positive, nonthreatened manner within group guidance instruction.<br>(3) Seventh graders will be able to identify their strengths, values, and interests. |

| | Goals | Expected Student Results |
|---|---|---|
| *School No. 86* | At least 90 percent of the eighth graders will take a career interest survey and discover at least 2 careers that match their interests. Students will then learn how to research careers through studying and writing reports on their 2 careers. | A career interest inventory will be taken by all (those regularly in school attendance) eighth graders and the results carefully interpreted for them.<br>Students will then be assisted in choosing at least two careers that correlate highly with their expressed interests. Following their selection, students will be helped by a teacher and/or counselor in researching those occupations using various resources and will then write reports on each of the two careers.<br>(1) Upon completion of the reports, students will be able to name at least two careers that match well with their interests.<br>(2) Students will demonstrate knowledge of how to research careers based upon successful completion of the assigned reports. |
| *School No. 103* | Eighth graders will acquire knowledge of two career interests in the world of work. | (1) Identify two career interests and talents<br>(2) Develop positive attitude toward careers<br>(3) Identify personal work strengths<br>(4) Identify sources of information about self as related to careers |
| *School No. 35* | Students will increase knowledge and awareness of themselves and the world of work. | (1) All fifth graders will acquire knowledge about their preferred learning styles by taking a learning styles inventory and reviewing the results and relating them to selected occupations.<br>(2) All fifth and sixth graders will acquire knowledge of themselves, decision-making skills, and job exploration experience by taking a general career interest inventory. |
| *School No. 49* | Eighth graders will demonstrate competencies in planning and preparing for a career. This career choice will relate to their assessed interests and career goals. | Eighth graders will identify a career that meets their interests, talents, and academic ability.<br>(1) Students will use a computer program to explore different career choices.<br>(2) Students will take an interest inventory.<br>(3) Students will use the *COIN* program, which is connected to the county office of education mainframe, in order to receive a computer printout of their career choice.<br>(4) Students will obtain information from *COIN* as to subjects needed in high school and where to receive training after high school in order to enter their chosen career.<br>(5) Students will place all information in a folder in the guidance office and have a copy to share with parents. |

| Goals | Expected Student Results |
|---|---|
| *School No. 98* | |
| Each student will demonstrate knowledge of the world of work and competency in making educational and career decisions. | **Target Group:** 225 eighth graders.<br>**Behaviors Expected:**<br>(1) Make decisions about high school courses<br>(2) Plan course schedule for ninth grade<br>(3) Research at least one career<br>**Strategies:**<br>(1) Career week in social studies classes<br>(2) *JOB-O* interest survey<br>(3) *JOB-O* dictionary<br>(4) Use decision-making process<br>(5) *OOH*<br>(6) Career day speakers<br>**Evidence:** Students will complete: *JOB-O*, ninth-grade schedule, research on at least one career from *JOB-O* and *OOH*, and will have chosen one occupation after hearing speakers on career day. |
| *School No. 13* | |
| Students will be better prepared to make intelligent decisions at the tenth-grade level on whether to remain at the home school or to attend the joint vocational school. | Eighth graders will be aware of their interests, attitudes, abilities, and values through the use of the *COPS System Career Management*. The testing will take place in the English and science classes. The teachers and counselor will administer the surveys and the counselor will do the interpretation. The teachers and the counselor will help the students with the self-grading. |
| *School No. 44* | |
| All eighth graders in my building will see how their likes and dislikes directly affect the kinds of jobs they will want. They will understand that their reading and math skills will determine whether they will be eligible for the jobs they like. Given their likes and skills, all students will discover job clusters that fit their interests and will learn about a wide variety of career choices and occupations available to them. With this new information, all eighth graders will choose appropriate courses for the ninth grade. | Students will accomplish the following:<br>(1) Learn about personal interests<br>(2) Examine occupations to see how they relate to personal interests<br>(3) Identify areas of study in which personal interests may be nurtured and in which related skills may be developed<br>(4) Relate educational preparation to potential occupational choices<br>**Behaviors Expected:**<br>(1) Students can list their likes and dislikes.<br>(2) Students can name at least three jobs that fit their likes.<br>(3) Students can write down the skills and/or education it will take to be eligible for the jobs they like.<br>(4) Students will be able, with help of a counselor, parent, or teacher, to fill out the registration forms for ninth-grade courses with these jobs and/or careers in mind.<br>**Strategies:**<br>(1) *COPS*-Form R.<br>(2) Career day, a minimum of 20 different adults representing as many different occupations as possible.<br>(3) The *Career Planning System* software with Apple IIe computers to generate printouts of students' answers and reactions. |

| Goals | Expected Student Results |
|---|---|
|  | (4) In English classes, students will fill out registration forms for the ninth grade with their career portfolio in front of them.<br>**Evidence:**<br>(1) Completed *COPS Interest Inventory*<br>(2) Sign-up sheet which indicates that the student has attended 15-minute presentations of 5 different occupations on career day<br>(3) Printout generated from the *Career Planning System* software for each student<br>(4) Properly filled out ninth-grade registration materials for courses |
| *School No. 30*<br>Eighth graders will be able to determine their powers, interests, and limitations and be exposed to the major occupational interest areas in order to reach their optimum potential in the educational setting and the world of work. | (1) Students will learn about their powers through administration of the Three Rs Test.<br>(2) Use of career and job search activities will expose students to major interest areas.<br>(3) Students will use the career compass describing the students' interest patterns.<br>(4) Students will use *JOB-O* to match educational aspirations and job interests. |
| *School No. 110*<br>Seventh and eighth graders will be tested to determine career possibilities based upon their interests and abilities. Students will learn the skills necessary to use reference manuals to determine career possibilities and related opportunities in specific jobs. | Seventh and eighth graders will be tested, eighth graders twice in the first year, using different tests of interest. The seventh graders will be tested once late in the school year. Students will chart their own individual interest areas to determine possible career goals. Students in the eighth grade will locate the specific job areas and report to the guidance counselor, verbally or on paper, any information given on this career choice. Examples of work-related math will be given in the math classes as a scheduled part of the curriculum. These problems will be graded for regular math credits.<br>During the year, career speakers are provided to anyone who is interested in these career areas. Also, during the year a day is provided for each student to shadow an adult on the job. Credit is given in math or other subject areas as decided by individual departments. |
| *School No. 10*<br>Eighth graders will acquire knowledge of personal characteristics, knowledge of the world of work, and experience in career decision making and planning. | **Target Group:** 135 eighth graders.<br>**Behaviors Expected:** Acquire knowledge of the world of work and exhibit skills in using the *DOT* and planning high school courses.<br>**Strategies:** Classroom discussion, lecture, small-group activities, audiovisual aids, hands-on activities.<br>**Evidence:** Students will be able to define their decision-making process, list careers of interest, and plan a high school curriculum looking toward a career cluster or two. |

| Goals | Expected Student Results |
|---|---|
| *School No. 18*<br>Students will measure and strengthen their self-concept and increase awareness of career opportunities as they relate to their current interests. | (1) Fifth graders will identify and measure their self-concept by completing the *Dimensions of Self-Concept* computer program (scored with printout for each student). Counselor will administer and interpret it.<br>(2) Seventh graders will explore their current interests and relate them to occupations by completing a computer program about finding careers (self-assessment matching interests to two occupations).<br>(3) Eighth graders will increase their coping skills by viewing the video *Teenage Stress: Causes and Cures*.<br>(4) All students will have the opportunity to increase their career awareness by viewing career education posters displayed in the hallways. |
| *School No. 46*<br>Sixth graders will acquire more awareness of career options, including nontraditional jobs, and will relate these options to their unique abilities and interests. | (1) Students will acquire knowledge of career options by reviewing handouts of the career clusters and seven areas of the world of work. After this, they will demonstrate their knowledge by matching particular jobs to the correct cluster.<br>(2) Students will acquire knowledge of career options, including nontraditional jobs, by seeing filmstrips, participating in discussions, and attending career day (planned and provided by counselors), after which they will demonstrate their knowledge by listing two or more jobs in each career cluster.<br>(3) Students will become more aware of personal interests and abilities by taking interest inventories, participating in the PIC program, and reviewing test scores with the counselor. Students will maintain a folder of all work sheets and scores to be used in the future as well as at the present. |
| *School No. 56*<br>All eighth graders will take the *Ohio Vocational Interest Survey (OVIS)*. The counselor will interpret the results of the *OVIS*. The Language Arts Department will require eighth graders to write a research paper on their career choice. | (1) Eighth graders will take a group test on career choices.<br>(2) They will learn about the kinds of careers in which they are interested.<br>(3) Students will be expected to decide the degree of interest they have in performing various tasks.<br>(4) The middle school counselor will oversee administration of the *OVIS*.<br>(5) The counselor will train six teachers to administer the *OVIS* and to interpret the results to both individuals and small groups.<br>(6) Parents of eighth graders will have an opportunity to hear the counselor interpret the *OVIS*, both individually and in small groups.<br>(7) Eighth graders will become familiar with the *DOT* and will use it as a reference source when writing the research paper. |

| Goals | Expected Student Results |
|---|---|
|  | (8) Eighth graders will be expected to interview an adult working in their career choice area.<br>(9) Eighth graders will be expected to read a book describing a role model performing in their chosen career area.<br>(10) The Language Arts Department teacher will evaluate the students' research papers. |
| *School No. 97*<br>Eighth graders will have the opportunity to gain competencies in planning and preparing for a career that relates to their career and occupational goals and objectives and to their assessed aptitudes, attitudes, and interests. | (1) Students will demonstrate skills in using career exploration resources by going through the process of researching a career.<br>(2) Students will describe the work done and the skills, tools, and materials needed to perform the job. They will also analyze the various materials needed to perform the job. They will also analyze the various work activities in terms of the processes, skills, and concepts used that are derived from basic education.<br>(3) Students will identify major elements of a career plan and recognize the importance of alternatives in any plan by developing individual career plans or profiles that include high school program selections, tentative career goals, and alternative ways to reach those goals.<br>(4) The experience of making tentative occupational choices that match their interests, abilities, and values will help students recognize that career decisions begin early and continue throughout one's lifetime. |
| *School No. 6*<br>Seventh graders will examine and research their career interests and begin thinking about their future careers. | (1) All seventh graders will examine their career interests by taking the *COPS Interest Inventory*.<br>(2) Seventh graders will research and report on one favorite career selection as part of a regular classroom assignment.<br>(3) Students will learn where to find career materials and how to use them. |
| *School No. 25*<br>Eighth graders will acquire and demonstrate competencies in career decision making and planning based on self-knowledge, interest, and abilities. | (1) Eighth graders will take the *PIC Inventory*. From this they will have a knowledge of four or five career areas in which they scored high. Based on the results, speakers from our community will be invited so each student can hear firsthand about these careers.<br>As a follow-up and to prepare the students for summer employment, the film *Working* will be shown and a discussion about job interviews will be held. |

| **Goals** | **Expected Student Results** |
|---|---|
| *School No. 57* | |
| Eighth graders will demonstrate knowledge of the world of work. Science and math teachers will receive help in infusing career education into the curriculum. | (1) Students will identify two career interests.<br>(2) They will develop a positive attitude toward work.<br>(3) Students will receive subject matter reinforcement in math and science. |
| *School No. 70* | |
| Eighth graders will be able to demonstrate knowledge of the world of work through a process involving their identification of individual characteristics and matching of these with job classification areas—in other words, a self-assessment of job interests. | Eighth graders will do the following:<br>(1) Identify interest areas using *COPS*<br>(2) Visit a joint vocational school<br>(3) Describe the work-related characteristics<br>(4) Identify job area classifications<br>(5) Learn about their work-related characteristics |
| *School No. 42* | |
| Eighth graders will develop a positive career awareness based on individual and small-group activities. | **Target Group:** All 300 eighth graders.<br>**Behaviors Expected:**<br>(1) Students will be able to complete the career unit.<br>(2) Students will demonstrate knowledge during individual career counseling sessions with the counselor.<br>**Strategies:**<br>(1) Introduction to the career unit will be held in a small-group setting. The teacher and/or counselor will conduct the sessions.<br>(2) A career workbook will be completed by each student.<br>(3) Discussion sessions will deal with the career workbook.<br>(4) Upon completion of the workbook, individual sessions will be arranged.<br>(5) Each eighth grader will complete the career computer unit in the counselor's office.<br>(6) The counselor and student will discuss results that appear on a computer printout.<br>(7) The counselor will be available during the evening to discuss the career unit with parents or guardians. A career file will be started for each student.<br>**Evaluation:** Each student will complete the program during the school year. |
| *School No. 54* | |
| By listening to a sizable array of speakers during an entire week, students will obtain a more comprehensive awareness of the duties, responsibilities, and rewards that accompany a wide variety of occupations. | Eighth graders will have an excellent idea of what five occupations entail, including the following:<br>(1) How much education is required<br>(2) Amount of reimbursement one can expect<br>(3) Hours one can expect to contribute<br>(4) Length of vacations<br>(5) Hospitalization/medical benefits<br>(6) Opportunities for advancement<br>(7) Age at which one can expect to retire<br>(8) Unions and other professional organizations one can expect to enter and the fees required<br>(9) Payroll deductions required |

| Goals | Expected Student Results |
|---|---|
| | (10) Amount of travel and overnight stays expected<br>(11) Opportunities for employment in the field and long-term trends<br>(12) Amount of competition in the career area<br>(13) Most rewarding aspects of the career and prestige associated with it<br>(14) Most frustrating and difficult aspects of the career |
| *School No. 85*<br>Students will gain knowledge of various careers and occupations in the world of work that will enable them to begin thinking about potential career choices. Students will need to consider their own respective abilities and interests in relation to different careers. Students will overview various occupations available in our world of work and learn important aspects of careers. | **Target Group:** Seventh and eighth grades.<br>(1) Students will demonstrate a knowledge of various careers and occupations.<br>(2) Students will explore and learn important information that will help them begin thinking about potential occupational choices and options available.<br>**Strategies:**<br>(1) Students will learn about occupations in respective math and science classes by using *PEAK* materials.<br>(2) Students will discover information about jobs by utilizing these materials with the *COIN* career machine used in class or the library.<br>(3) Students will complete the *PEAK* work sheets pertaining to specified areas in math and science.<br>(4) Students will utilize the *OOH* and the *Encyclopedia of Careers* to gain an understanding of various jobs and careers. Their completed tests will give evidence of their abilities to use the resources to ascertain facts.<br>(5) Social studies and math teachers will coordinate with the career guidance program by having students work with *COIN* and encouraging them to use career resources.<br>(6) Students will have an opportunity to work with the Job Readiness series to learn job attitudes, interview skills, and important aspects about jobs. This series of disks will be utilized on computer. |
| *School No. 51*<br>Students will demonstrate competencies in developing an educational program that fulfills their individual learning styles, interests, abilities, and goals. They will also demonstrate skills in effectively coping with and contributing to society. | (1) Students will demonstrate effective study skills.<br>(2) They will demonstrate test-taking skills.<br>(3) They will demonstrate competencies in exercising their rights and fulfilling responsibilities.<br>(4) They will demonstrate problem-solving skills.<br>(5) They will demonstrate decision-making skills and career planning skills. |
| *School No. 72*<br>Eighth graders will gain and demonstrate knowledge about their personal characteristics and an awareness of career planning and decision making. | **Target Group:** Eighth graders.<br>(1) Students will make tentative career choices based on their interests, individual capacities, and values.<br>(2) The counselor will administer the *COPS* and present results to students and parents.<br>(3) Students will demonstrate their decision-making skills based on an interest inventory. |

| **Goals** | **Expected Student Results** |
|---|---|
| | (4) Students will take the *SDS*.<br>(5) Teachers and students will discuss results of the *SDS* booklet. |
| *School No. 36* | |
| By the end of eighth grade, students will better understand themselves, use their decision-making skills, and have concrete ideas in terms of career clusters that will help them plan junior high school courses. Students will have knowledge of career clusters that support their interests and help with future goal setting. | (1) Using the *Bank Street Writer & Filer*, students will keep a career folder on themselves including: *Xersy Sort* ("Please Understand Me"); *Choices* and *Challenges* writings they have kept; career clusters that mesh with student interest inventories; grades on their folder; positive and negative aspects of jobs and clusters; career day (spring 1988) results in a notebook recording their visit with the cluster occupation group; research on job clusters; information looked up on specific occupations and files put on computer.<br>(2) By the end of eighth grade, students will be able to plan their high school years successfully based on knowledge gleaned from their folders.<br>(3) The folders will be used to further goal setting according to cluster interests and decision making skills.<br>(4) A pilot group will be selected for an experimental mentor program being developed in the high school (1988-89). These students will use their career cluster choices as a springboard for the mentoring program.<br>(5) Students will send results of their career options to their parents (parents will review and sign their children's folders). |
| *School No. 58* | |
| Each seventh grader will experience a correlation between math and real-life jobs. | After completing the *PEAK* exercise on how people in occupations use fractions and percentages, the students will be able to list occupations in which calculating fractions and percentages is necessary for job performance. |
| *School No. 73* | |
| Students will improve their study and test-taking skills. | Through a series of small-group presentations utilizing class discussion, films, written activities, and computer tutorials, students will be able to demonstrate improved knowledge and/or skills in the following:<br>(1) Note taking from oral presentations<br>(2) Note taking from written sources (outlining)<br>(3) Test-taking strategies for various testing formats<br>(4) Organization of assignments and subject matter and general study habits |
| *School No. 53* | |
| Through participation in a four-part seminar, parents of seventh graders will experience increased awareness of how they can help their children learn about and make a career choice. | After the seminar, parents will understand the changing nature of our population and work force, where to find occupational information, the employment projections for the 1990s, and terms related to and educational preparation necessary (degree, diploma, certificate) for their children's career choices. |

| Goals | Expected Student Results |
|---|---|
|  | (4) From test results, the students will have the criteria to select careers within their ability level, which will encourage the likelihood of their success.<br>(5) Students will complete work assignments to demonstrate their further awareness. |
| *School No. 2*<br>Middle school students will be more knowledgeable about career possibilities and will acquire a higher level of interest in and consciousness about the planning of their future vocations. | (1) Through use of texts and activity sheets, supported with audiovisual aids, eighth graders will exhibit an interest in their career planning.<br>(2) This will be demonstrated through reading materials, reviewing audiovisual materials and developing a personal career planning folder. |
| *School No. 78*<br>Seventh graders will be able to identify their own interest areas and relate these to career clusters. They will also explore sources of information on specific careers. | Students will identify their interest areas.<br>**Strategies:**<br>(1) Through use of the *E-WOW* interest survey.<br>(2) Students will view the *GIS* film and complete the interest survey.<br>(3) They will complete the *Career Area Interest Checklist (CAIC)*<br>**Evidence:**<br>(1) Students will rank order their interests from the three interest surveys.<br>(2) Students will compare and identify two major interest areas.<br>(3) Students will relate their interests to career clusters.<br>**Strategies:**<br>(1) Students will compare cluster areas in *GIS*, *E-WOW*, and *CAIC*.<br>(2) Students will identify top interest areas and designate cluster area titles.<br>(3) Students will compile a dictionary of 10 careers for each cluster area.<br>(4) Students will choose one career in each interest area and summarize information about careers from "Chronicles."<br>(5) Students will identify ways in which this career matches their interests and will find one way it does not.<br>**Evidence:** Students will submit above written materials. |
| *School No. 19*<br>Eighth graders will have knowledge of their personality and interest characteristics. | Each student will gain the following:<br>(1) Know their personality-interest codes<br>(2) Be able to translate their personality-interest codes into job clusters (traits)<br>(3) Be able to develop a job list from their job clusters<br>**Strategies:**<br>(1) Teachers will explain the *Self-Directed Search (SDS)* codes (counselor work sheet).<br>(2) They will have students identify codes they feel best represent them and have students ask a friend to choose codes that best represent them.<br>(3) Teachers will ask students to have their mom or dad identify codes that best fit them. |

| Goals | Expected Student Results |
|---|---|
| *School No. 100* | |
| Students in middle school will become aware of various types of career opportunities. Students will learn about the need for career planning and will begin to plan. Parents will become more knowledgeable about career options and need for planning. | Sixth graders will explore the world of work using the *JOB-O* and working with a sixth-grade teacher. I will coordinate the instrument as well as aid with results.<br>Seventh graders, working with the reading teacher, will use the Ohio Career World materials for group discussion and career information.<br>Eighth graders will begin planning for high school courses as well as gaining self-awareness for careers. The counselor will work with the group using *HSCCP*. |
| *School No. 77* | |
| Students will be allowed to investigate interest areas and possible career options. | (1) Students will explore interest areas using the *Options Jr.* program.<br>(2) Students will explore career options using the *Options Jr.* program.<br>(3) Students will participate in a career interest survey.<br>(4) Students will listen to speakers who work in careers listed most often in their surveys.<br>(5) Students will participate in a 3-day interdisciplinary unit exploring careers. Included in the unit will be consumerism, economics, cost of living, and the elements of decision making. |
| *School No. 94* | |
| Students will take the *COPS Interest Inventory*. The counselor will interpret test results and use them to arrange group sessions for students. Students will learn more about specific careers. | (1) Students will take a group test on career choices.<br>(2) Students will learn about career choices in which they have the greatest interest.<br>(3) Parents will have the opportunity to be informed regarding test results.<br>(4) Students will become more familiar with areas of the work world by reviewing the 14 career clusters in the *COPS*.<br>(5) Students will make decisions concerning interest areas in the work world through the use of computer software in the lab.<br>(6) Students will observe students/workers in the work world during field trips to the joint vocational school and to local business and industry. |
| *School No. 92* | |
| Students will have an awareness of their interests, strengths, and weaknesses in skill areas; be able to take tests more effectively; and be able to relate this knowledge to career choices through wise decision making. | Seventh-grade students will do the following:<br>(1) Learn how to prepare for tests and how to follow directions for various test formats by self-study using a computer in the guidance resource area and through teacher reinforcement in the classroom<br>(2) Learn how to make decisions for themselves by using a computer under counselor guidance and with teacher cooperation<br>(3) Evaluate their vocational potential through use of a career exploration disk and instructional booklet<br>(4) Learn how to study more effectively using a 30-item inventory designed to measure their attitudes toward school work and their willingness to use them effectively |

| Goals | Expected Student Results |
|---|---|
|  | Eighth-grade students will do the following:<br>(1) Explore career possibilities through use of an interest survey that indicates their preferences as determined by their responses to statements about their interests, values, and aptitudes<br>(2) Follow up on their selections by further exploration with the *OOH* and the *Children's Dictionary of Occupations* for slower learning students<br>**Strategies:**<br>(1) Each seventh grader will have the opportunity to complete "Test Taking Made Easy," concluding with a printout to share with parents that will indicate areas of strength and weakness along with suggestions for further growth.<br>(2) They will also complete the Self-Exploration series at some time during the school year concluding with information to be shared with parents.<br>(3) The guidance resource area will be enhanced with newer materials and all students, teachers, and parents will be oriented to its use and encouraged to visit. |
| *School No. 96*<br>Eighth graders will have the opportunity to acquire and demonstrate competencies needed to develop a process for life career planning and to prepare for a career that relates to their career and occupational goals and objectives and to their assessed aptitudes, interests, and attitudes. | (1) Students will recognize that schooling is necessary for future careers by means of class discussion, videotape, and guest speakers.<br>(2) The students will be able to identify personal and occupational interests and talents by completing an interest inventory.<br>(3) Students will be able to identify job values that may affect career choice.<br>(4) Career day will help students identify job qualities and skills that employers often seek in job applicants and learn that the same habits and behaviors (values) taught in school are the ones needed on the job.<br>(5) Students will be able to demonstrate an understanding and appreciation of their own skills, interests, and attitudes by taking the interest inventory and writing a career plan.<br>(6) Students will be able to identify school subjects that may help them acquire skills, knowledge, and training needed in specific jobs and will start a high school plan to meet their goals.<br>(7) Students will be able to identify two community or school sources of career information. |

| Goals | Expected Student Results |
|---|---|
| *School No. 66* | |
| Students will acquire and demonstrate competencies in self-assessment of and self-knowledge about their interests, abilities, job values, future plans, and subject preferences. | **Target Group:** All eighth grade students.<br>(1) Some students will be involved through an elective course titled Skills for Success. I will work, in small groups from study hall, with all students who are not enrolled in the skills class.<br>(2) Students will complete the Harrington-O'Shea *Career Decision-making System* and choose three worker trait groups that relate to their self-assessment of interests, abilities, job values, future plans, and job preferences.<br>(3) The teachers and I will demonstrate and explain to students how to find additional information about careers in the reference materials we already have and in the new materials I am purchasing at this conference. |
| *School No. 75* | |
| Seventh graders will begin career exploration. Eighth graders will continue career exploration to prepare for making a 2-year high school plan. | (1) Seventh graders will know that jobs are clustered and that jobs can be examined according to people, data, and things. The 14 job clusters used in *COPS* will be studied. The people-data-things information will be taken from the *DOT*.<br>(2) Eighth graders will take the *COPS* in December. Students will score it themselves, make out their own profiles, and investigate occupations. After this, each eighth grader will provide the counselors with up to three occupations and further information will be obtained for the students from *OCIS*. Joint vocational school representatives will be brought in to present the program there. Eighth graders will learn that they'll be asked to state a final (temporary) choice in late January just prior to making out a 4-year high school plan and selecting courses. |
| *School No. 64* | |
| Sixth graders will participate in activities that will teach them to improve their study skills as they make their transition to the middle school that now emphasizes their doing more homework, changing classes and teachers, and taking more individual responsibility. | (1) Sixth graders (90%) will be able to use verbal or writing skills to relate the elements of successful study skills, including the SC3R method.<br>(2) The counselor will inservice the staff so all are using this as a major target and they have some direction in teaching study skills.<br>(3) In September, the counselor will teach some study skill strategies in sixth-grade social studies classes and encourage the classes to refine them periodically and review them monthly.<br>(4) At the end of each grading period, the counselor will survey sixth-grade teachers to receive their evaluation of the study skills emphasis; they will be asked if, by observation, they can notice an improvement in study skills of a great majority of sixth graders compared to other sixth graders from previous years and the first month of the current school year. |

| **Goals** | **Expected Student Results** |
|---|---|
| *School No. 11* | |
| Students will develop competencies in career development to be used during their lifetime. | Students will do the following:<br>(1) Identify personal characteristics, personal areas of interest, and achievements through participation in class activities<br>(2) Learn about job skills and positive work attitudes and habits through group discussion<br>(3) Explore the world of work and how to expand their options through a career search that uses multiple resources<br>(4) Learn the relationship of educational preparation to occupational choices through activities used in math, English, and social studies course work<br>(5) Maintain a career folder that includes: areas of interest, related skills, inventories, standardized test results, school plan, choice of courses, and any other relevant information |
| *School No. 59* | |
| Students will demonstrate knowledge of career decision making and/or planning by using a computer program; students will explore their interests, careers, worker requirements for those careers, and school subjects related to and education needed for those careers. | (1) Students will use the computer to gain information and/or knowledge about careers. They will use the computer in addition to an interest inventory. Each student will be able to identify three interest areas on the inventory.<br>(2) Students will demonstrate the ability to use the computer through small-group instruction.<br>(3) Students will have a printout of their career interest area.<br>(4) Students will fill out an interest inventory and self-score this in small groups.<br>(5) Students will be able to use the interest inventory and computer printout for individual counseling and/or scheduling. |
| *School No. 80* | |
| Students will heighten their awareness of techniques for school success. They will relate success in the school setting to availability of multiple career options. | Seventh graders will be able to utilize career match computer software to generate a printout of careers for further exploration. |
| *School No. 38* | |
| Students will gain knowledge of how their interests relate to the world of work. Students will identify work clusters that relate to their desired occupation's characteristics (such as physical activity, change, interaction with people, travel, drive, independence, style, training). | (1) Eighth graders will identify an occupational group that matches their interests and desired occupation's characteristics.<br>(2) Students will use the *OOH* and become familiar with the type of information in it.<br>(3) Students will explore a selected career field using the *OOH*.<br>(4) Students will be familiar with the 20 occupational groups used in the career finder program and will know some specific occupations in each group.<br>(5) Parents will be aware of the above as career finder results are sent home. |

| Goals | Expected Student Results |
|---|---|
| *School No. 99*<br>Eighth graders will acquire and demonstrate competencies in career decision making and planning; they will acquire and demonstrate knowledge of personal characteristics; they will demonstrate knowledge of the world of work. | Eighth graders will demonstrate the following knowledge, attitudes, and skills:<br>(1) Identify the major elements of a career plan<br>(2) Explore a wide range of careers as they reflect interests and abilities<br>(3) Use planning and decision-making competencies in reaching personal goals<br>(4) Identify school and community sources of career information<br>(5) Recognize that schooling is necessary for future careers<br>(6) Analyze abilities and interests in terms of desired occupational areas<br>(7) Demonstrate a knowledge of the world of work by identifying occupational categories or career clusters and the associated jobs and requirements<br>(8) Use occupational information-seeking skills to match occupational or career requirements with worker traits |
| *School No. 81*<br>All students will become aware of and utilize information available for career decisions. Parents of students will be given the opportunity to participate in parent groups that deal with fostering their child's development and career options. The staff will receive inservice training on infusing career information into their curricula areas. | (1) Eighth graders will select a career area and use materials of the career center to develop a criteria-based project using a checklist.<br>(2) Sixth and seventh graders will receive instruction about the career center and a brief discussion of books contained there. Effectiveness of this instruction will be measured using a library-conducted test.<br>(3) Parents of sixth graders will be given the opportunity to participate in the STEP/Teen program. The program will be evaluated by attendance and by an evaluative instrument.<br>(4) Parents of eighth graders will be given the opportunity to participate in the career education program; evaluation will be by number in attendance and a parent reaction sheet they completed.<br>(5) Parents of seventh graders will be invited to attend either of the sixth- or eighth-grade presentations if space permits (I hope to have a unique program for them next year).<br>(6) An inservice session will be held to show materials available to teachers for infusing career education into their areas; upon completion of the inservice, those teachers expressing an interest will be given more help and will develop lesson plans that demonstrate this infusion. Evaluation will be done by staff after the inservice and a narrative will be prepared by those teachers who pursued it further. |

|  | Goals | Expected Student Results |
|---|---|---|
| *School No. 69* | Eighth graders and their parents will receive individualized information, will become knowledgeable about their personal characteristics, and will understand the relationship between this knowledge and the world of work. | Students will show knowledge about themselves and the world of work by information kept in their guidance/career folders. This will be accomplished using evaluative tools (*GATB, CTBS, OIS*)and using scores from these tests to create a career profile and educational plan using Valguide. |
| *School No. 60* | At least 10 counselors will be trained to implement the career guidance program for parents entitled "How to Help Your Child Choose a Career." | Ten counselors will successfully complete the workshop on "How to Help Your Child Choose a Career." Each participant will implement the program with at least 1 parent group within 6 months after completion of the training program. They will report the results of their training programs to the director of administrative services at the county office of education. |
| *School No. 14* | Each eighth grader will be able to identify his or her area of interest and be able to relate that interest to career clusters and career options. | **Target Group:** Eighth graders.<br>**Behaviors Expected:** Each student will be able to demonstrate/exhibit knowledge of his or her areas of interest and be able to relate that interest to career clusters and career options.<br>**Strategies:**<br>(1) Classroom-size group discussion of the importance of clear thinking about career choices; memo to eighth grades about *COPS Interest Inventory;* discussion of *COPS*<br>(2) Letter to parents explaining that *COPS* will help students compare the relative strengths of their interest in activities performed in a great number of occupations; the *COPS* is a step in the students' career planning process<br>(3) Quotations from Otto's book *How to Help Your Child Choose a Career* will be utilized in the letter<br>(4) In a classroom-size group, I will discuss *COPS* with students delineating the purpose—e.g., *COPS* provides job activity interest scores related to occupational clusters; I will administer *COPS;* I will discuss results of *COPS* with students, providing information about the *DOT* and the *OOH* as important adjuncts to the process |
| *School No. 87* | Parents of each sixth, seventh, and eighth grader will acquire skills in parenting and will develop knowledge about career choices for his or her child. | (1) Parents will acquire basic skills introduced by *STEP* on how to listen and encourage their children.<br>(2) Parents will acquire knowledge of how to encourage children in career choices and be effective models. Materials will be based on Otto's *How to Help Your Child Choose a Career.*<br>(3) Parents will feed back results of parent/child interactions to the group. Parents will gain confidence in their parenting skills (e.g., listening to and encouraging the child).<br>(4) Parents will share personal experiences in past jobs (e.g., first job, salary) in order to improve communication with the children. |

| **Goals** | **Expected Student Results** |
|---|---|
| | (5) Child will learn about their parents' past experiences in the world of work.<br>(6) Each child will list three career considerations his or her parents will share with the group. |
| *School No. 24* | |
| Students will demonstrate knowledge of the world of work through a process involving their understanding of their individual characteristics. Students will match their characteristics with those necessary and helpful for particular job classifications. | (1) Sixth graders will be able to list some of the job classification areas (clusters). (Observation, Teacher follow-up, Refer to me)<br>(2) Sixth graders will be able to identify information necessary for the career decision-making process. (Observation, Teacher follow-up, Refer to me)<br>(3) Sixth graders will be able to identify some of the necessary elements of decision making. (Observation, Follow-up)<br>(4) Sixth graders will be able to explain the whereabouts of career materials at the middle school.<br>(1) Seventh graders will be able to explain and apply some necessary job skills through math and science lessons (*PEAK*). (Teacher Observation, Follow-up)<br>(2) Seventh graders will match educational aspirations and job interests with 120 job titles. (Observation, Follow-up)<br>(1) Eighth graders will be able to identify their particular interest areas and their relationship to job clusters curriculum and high school training through the use of *COPS*. (Observation, Follow-up)<br>(2) Eighth graders will identify some of the vo-ed, graduation, and/or college entrance requirements that apply to them. (Observation)<br>(3) Eighth graders will be able to explain some of the skills necessary for finding and keeping a job (*working* video). (Observation, Teacher follow-up)<br>(4) Eighth graders will observe vo-ed programs open to them as high school students and visit the school. (Observation, Follow-up) |
| *School No. 47* | |
| Middle school students will have the opportunity to gain competencies needed to plan and prepare for a career. Each student will acquire and demonstrate competencies in: knowledge of personal characteristics, world of work, career decision making and planning, finding and keeping employment. | (1) Students will identify personal interests and values. Students will have the opportunity to complete games, puzzles, vocabulary activities, and other exercises to aid in identification of interests and values. Students will be able to state four personal interests and four personal values.<br>(2) Students will demonstrate a knowledge of the world of work through career clusters and the associated job requirements. Using career exploration kits, occupational guides, and career cluster wall charts, each student will describe three career clusters and list five jobs found within each. Using the same resources, each student will list the knowledge, training, and skills required for two of the five jobs in the cluster areas. |

| Goals | Expected Student Results |
|---|---|
| | (3) Students will pursue planning and decision-making competencies in determining personal career goals. Through activities, films, and career surveys, each student will implement the decision-making process to identify one or two career clusters based on personal interests and values. Each student will then list five job descriptions within this cluster.<br>(4) Students will identify the values that generally apply to any work situation. Following the viewing of audiovisuals and class discussions, each student will list five values that are important for getting and keeping a job. |
| *School No. 32*<br>Sixth-, seventh-, and eighth-grade students will gain knowledge of job clusters, identify personal interests, and match their interests with one or more job clusters. Each student will be introduced to various career information materials, including the *DOT*, *WTGG*, the *OOH*, and various others. | (1) Sixth graders will identify personal interest areas and match these with one or more job clusters. Each student will complete the *E-WOW*. Students will be introduced to the *DOT*, *OOH*, *WTGG*, etc. Students will have the opportunity to investigate one or more careers. Each student will identify one or more career areas of interest.<br>(2) Seventh graders will be able to identify personal interest areas and will match their personal interests with one or more job clusters. All seventh graders will become familiar with the *DOT*, the *OOH*, and references. Students will complete the *JOB-O*. Students will identify one or more job clusters relating to their interests. Students will select three careers of interest from identified job clusters and will complete a one-page form on each relating to job information, description, training, and so forth.<br>(3) Eighth graders will complete identical requirements as the seventh-grade students, except they will complete the *Career Decision-Making System* rather than *JOB-O*. In addition, they will identify high school courses of study relating to one selected career. |
| *School No. 55*<br>Students will develop a school/career relationship folder that will contain: a goals statement, personal characteristics handbook, skills survey, and a world of work job file. | **Target Group:** Eighth-grade students in a multiracial, multicultural environment. Also staff—guidance counselor, eighth-grade teacher.<br>**Strategies:** Develop a school/career relationship folder and analyze goals and personal characteristics<br>(1) Students will write a rough draft of a goal statement. They will list what they expect, what they want out of life, and what type of job will satisfy those expectations.<br>**Results:** Students will have made a conscious statement about their future/career.<br>(2) Students will compile a "self-characteristics handbook" containing personal traits, peer traits (both in relationship to school and work), and at least two major personal strengths and weaknesses. |

| Goals | Expected Student Results |
|---|---|
|  | (3) Students will gain an awareness of the diversity of life around them and its implications regarding future employment. They will complete a school world-of-work skills survey and will use a checklist to determine what skills (not educational) are needed and learned in school that can be transferred to the world of work.<br>(4) Students will become aware of the important relationship between school-related behavior and job-related behavior.<br>(5) Students will take a career planning survey and will narrow initial job choices to three.<br>(6) Students will use the *OCIS* computer system to build a job file.<br>(7) Students will build a job library that will assist them in high school course selection. |
| *School No. 21*<br>Students will acquire and demonstrate knowledge of personal characteristics and the world of work. | **Target Group:** Eighth graders.<br>**Behavior Expected:** Students will know their interests, strengths, and areas needing improvement.<br>**Strategy:** Interests survey; list of strengths and areas needing improvement, collage of "ME."<br>**Behaviors Expected:** Students will explore the careers of parent, child care worker, and baby-sitter.<br>**Strategies:**<br>(1) Students will view the films *Parenting, Infant and Child Care.*<br>(2) Students will undertake a practical activity that will give them experience in child care (e.g., baby-sit, volunteer at day care center, Sunday school, coach YMCA children's team, read at library, plan children's party).<br>(3) Students will listen to speakers from and/or go on field trips to a child care center or children's section of a library.<br>(4) Students will view the video *Working,* which focuses on how to get and keep a job. |
| *School No. 22*<br>Students will acquire and demonstrate competency in test-taking skills. | Fifth graders will demonstrate competency in test-taking skills. The counselor will provide training in the form of a pre- and posttest, films, and discussion. Evaluation will be accomplished through the pre- and posttest and through teacher observations. Student results anticipated include the following:<br>(1) Better test results<br>(2) Less test anxiety<br>(3) More efficient use of study time |

| | Goals | Expected Student Results |
|---|---|---|
| *School No. 7* | Fifth through eighth graders (99%) will experience success in the classroom. All students will be exposed to skills necessary for success in classroom. All these skills taught will carry over to the high school years and students will not become dropouts. All skills taught will relate to their career and social lives as adults. | (1) Students in grades five through eight will learn how to make decisions in class that will serve them well in school, family, and social life, and that will become an integral part of the students' nature and result in wise choices in career and adult life.<br>(2) Students will experience success in the middle school because those skills necessary for success will be taught in the classroom and reinforced in small-group sessions.<br>(3) Students will learn how to make decisions.<br>(4) Students will learn skills necessary for success in the class (e.g., study skills, test taking, following directions, interpersonal skills).<br>(5) Students will learn useful skills that will carry over to a career (e.g., communication, listening, body language, memory).<br>(6) Students will feel good about themselves because they have experienced success.<br>(7) Students will not become dropouts.<br>(8) Students will learn skills necessary for a productive adult life. |
| *School No. 45* | Each eighth grader will acquire an understanding of career options and demonstrate competency in decision making relative to career planning. | Eighth-grade students will demonstrate the following:<br>(1) General knowledge of the world of work<br>(2) Knowledge of the education needed for their career choices<br>(3) Skill in filling out employment forms<br>(4) Knowledge of employment opportunities in the community<br>(5) Knowledge of some community people who hold jobs of student interest |
| *School No. 104* | Students will explore individual interests and skill strengths and understand the relationship of these characteristics to future career choices. | **Target Group:** Seventh and eighth graders.<br>**Strategies:**<br>(1) Provide seventh graders with the opportunity to complete the *Choices and Goals Interest Survey* Provide eighth graders with opportunity to complete the *DAT*<br>(2) Provide parents with the opportunity to observe the materials used and update information as necessary<br>(3) Create a career information center that will allow all students access to occupational information<br>(4) Arrange for those students who have difficulty with study skills to improve (individually and in small groups) their abilities<br>**Results:**<br>(1) Seventh graders will indicate preferences for "occupational orientations" on a self-administered interest survey.<br>(2) Using available materials, seventh graders will explore career possibilities as indicated on the interest survey |

| **Goals** | **Expected Student Results** |
|---|---|
| *School No. 27*<br>Each student will acquire knowledge of the world of work and demonstrate competency in decision making and planning. | **Target Group:** Sixth, seventh, and eighth grades.<br>**Knowledge:**<br>Sixth graders—Know broad categories of *WOW*.<br>Seventh graders—Decision-making process<br>Eighth graders—Decision-making and educational planning<br>**Strategies:** Discussion, presentation, research activity, writing assignments<br>**Evidence:**<br>Sixth-graders—Can complete exploration of world of work *(E-WOW)*<br>Seventh graders—Can list/apply decision-making process<br>Eighth graders—Complete *JOB-O*; prepare course selection for grade nine. |
| *School No. 71*<br>Eighth grade students will acquire and demonstrate competencies and skills in career planning. | Eighth graders will acquire and demonstrate competencies in the following areas:<br>(1) Informational knowledge of the world of work<br>(2) Knowledge of and insight into individual values and self-characteristics as they relate to careers<br>(3) Knowledge of how to go about obtaining and maintaining employment<br>(4) Knowledge of personal decision making as it relates to careers and employment |
| *School No. 63*<br>Eighth graders will acquire and be able to demonstrate competencies in the following areas: knowledge of self-reliance and self-respect; a positive attitude about dealing with the workplace and everyday life; knowledge of the world of work with respect to interpersonal relationships, communication skills, stress management, work habits, and career decisions. | Students will be able to do the following:<br>(1) List personal qualities and characteristics dealing with talents, skills, likes/dislikes, capabilities, and limitations.<br>(2) Discuss the importance of the acceptance of self as well as others in the workplace.<br>(3) Follow rules, accept direction, and take responsibility for themselves and their behavior at home, school, and the workplace.<br>(4) Identify careers that relate to their own personal interests, goals, or values and to their capabilities or limitations.<br>(5) Discuss the importance of team work, communication skills, and an honest day's work.<br>**Strategies:**<br>(1) Four group sessions and one evaluation session. All eighth graders will be attending. Topics will be based on materials ordered and goals of the action plan.<br>(2) Speakers Day and Parents Night may also be offered.<br>**Evidence:** Evaluation will be based on several areas and conducted using written tests, verbal discussions, and written reports. |

| Goals | Expected Student Results |
|---|---|
|  | (3) Seventh graders will demonstrate good study skills as indicated by their academic progress.<br>(1) Eighth graders will demonstrate their career aptitude strengths and weaknesses by using the *PAT*.<br>(2) Eighth graders will explore career opportunities as their personal interests indicate.<br>(3) Eighth graders will demonstrate good study skills, as indicated by each individual's academic progress. |
| *School No. 34*<br>Eighth graders will increase their knowledge of self and be able to apply this knowledge to making career decisions. | **Target Group:** Eighth graders.<br>Peer counselors and the eighth-grade teachers will assist the guidance counselor as needed.<br>**Behaviors Expected:** Students will explore their interests, abilities, and attitudes. Students will then compare this self-knowledge with the tasks involved in a specific career and decide if it would be a good career for them.<br>**Strategies:**<br>(1) Students will complete *COPS*, *CAPS*, *COPES*, and *JOB-O*. Each survey used will be interpreted to students.<br>(2) Students will be given a career information sheet (from *OCIS*) listing specific job characteristics. Using the surveys, students will make a decision as to the appropriateness of that career for them.<br>**Evidence:**<br>(1) Appropriateness of their responses on career decision<br>(2) Students' opinion of whether this process helps them schedule high school classes |
| *School No. 16*<br>Students will understand how to build a plan for their coming careers. | Seventh and eighth graders will acquire some skills in preparing for a career and will learn about the requirements for entering that career. Teachers will learn about the new software. Students will make their course selections for high school with better reasoning and with parents' assistance. |
| *School No. 74*<br>Eighth graders will acquire and demonstrate competencies in career decision making and planning. | Eighth graders will be able to do the following:<br>(1) Identify occupations that relate to personal interests, aptitudes, and job values<br>(2) Identify school subjects that help develop skills and knowledge and provide training<br>(3) Demonstrate a knowledge of the world of work through career clusters and job entry requirements (vocational training, apprenticeship programs, college degree)<br>(4) Describe work-related personal characteristics (job values)<br>(5) Identify two career clusters that pertain to their interests, aptitudes, and abilities<br>(6) Identify three jobs in the career clusters that relate to their interest, aptitude, and abilities<br>(7) Identify the courses in high school that a student would need to enter into the occupation selected. |

| Goals | Expected Student Results |
|---|---|
| *School No. 29* | |
| Eighth graders will increase their self-awareness as well as their exploration and decision-making skills through a career interest assessment program. | Eighth graders will complete and self-score a general interest inventory. Students will then use this information in making plans for high school registration. |
| *School No. 106* | |
| Seventh and eighth graders will acquire and demonstrate competencies in career decision making and planning. | Seventh graders will demonstrate the following competencies:<br>(1) Identify career interests—with help from the guidance counselor and health teacher—using *JOB-O* program<br>(2) Identify competencies needed in applying for employment by participating in group guidance decisions, developing a list of questions about acceptable and desirable work traits, and interviewing an employer<br>(3) Identify characteristics of the local job market with the help of group guidance and community resources (e.g., JTPA representative)<br>(4) Identify major elements of a career plan using the guidance curriculum, decision-making skills, and characteristics of a career<br>(5) Demonstrate competencies needed to sustain a job through group discussion, research, and guest speakers<br>(6) Identify and use sources of career information; conduct individual research and use reference information<br>(7) Begin a career planning folder, conduct individual planning, obtain parent signature on the folder, and hold a parent seminar<br>Each eighth grader will demonstrate the following competencies:<br>(1) Relate his or her work skills to job opportunities through *JOB-O* and research<br>(2) Demonstrate knowledge of course offerings and career training available at the county joint vocational school; visit and meet with representatives of the vocational school<br>(3) Choose a tentative career; research the career goal using reference materials and computer resources<br>(4) Develop an educational plan to reach the career goal; write a plan; receive parent review and signature, and use Compu/serve |
| *School No. 4* | |
| Sixth graders will take an interest inventory and learn about the world of work. | (1) Each student will demonstrate knowledge of their personal characteristics after completing the *COPS Interest Inventory*, small-group activities, and a computer program.<br>(2) Each sixth grader will demonstrate knowledge of the work force after completing the small-group activities and the computer programs. |

| Goals | Expected Student Results |
|---|---|
| *School No. 48* | |
| Sixth graders will have knowledge of the world of work. | Sixth graders will demonstrate their knowledge of the world of work by being able to use the *DOT* and other research materials to gather information on occupations and careers that are of interest to them. |
| *School No. 39* | |
| Eighth graders will have the opportunity to acquire and demonstrate competencies in planning and preparing for a career that relates to their career and occupational goals and objectives and to their assessed aptitudes, attitudes, and interests. | (1) Students will recognize that schooling is necessary for future careers.<br>(2) Students will identify personal career and occupational interests and talents.<br>(3) Students will demonstrate a knowledge of the world of work through occupational categories or career clusters and associated job requirements.<br>(4) Students will describe two career clusters.<br>(5) Students will list three jobs in each of two job clusters.<br>(6) Students will list knowledge, training, and skill requirements in three jobs in two clusters.<br>(7) Students will identify job values that may affect their career choices.<br>(8) Students will identify qualities and skills employers seek in job applicants.<br>(9) Students will analyze abilities and interests required in their desired occupations.<br>(10) Students will demonstrate understanding of their skills, interests, and attitudes. |

## 1987 WORKSHOP

### Career-Guidance Program Activities

Introduction: These activities were proposed from workshop participants as a result of their participation in guidance program improvement planning. Most of the products listed are those that were provided and/or featured at the workshop.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 1 | 150 | Eighth | Present activity plan to principal | | Eighth-Grade Team Teachers |
| | | | Confer with eighth-grade team teacher | Occupational Briefs | Counselor |
| | | | Group guidance | | |
| | | | Individual counseling | OOH | |
| | | | Show films | | |
| | | | Field trip to Stouffer Corporation | Counselor prepared worksheets | |
| | | | Parent conference | | |
| | | | Evaluations | | |

**Evaluation Plan:** Pupils will be expected to complete information on two careers, and be able to classify workers into occupational areas and characterize them as producing goods or services.

| | | | | | |
|---|---|---|---|---|---|
| 2 | 100 | Eighth | Read text materials | Textbooks | Homeroom staff |
| | | | Complete written exercises | Worksheets | Counselor will monitor and provide resource information |
| | | | View filmstrips | Filmstrips | |
| | | | Take career and interest inventory | Micro disks<br>Inventory tests | |
| | | | Resource speakers | Speakers | |
| | | | Evaluation | | |

| | | | | | |
|---|---|---|---|---|---|
| 3 | 80 | Eighth | Inventory of Interests--small group discussions of results | COPS Interest Inventory | Guidance Counselor |
| | | | Group activities on decision making | Values Awareness Manual | |
| | 80 | Seventh | Group activities on personal decisions on drugs, alcohol, tobacco and their future | Filmstrips "Health Decisions" | Guidance Counselor |
| | 80 | Sixth | Group sessions on work values | Filmstrips "Why We Work" | Guidance Counselor |

**Evaluation Plan:** Eighth-grade students will have completed a folder containing essays, interest inventories, test results, and their choices of high school classes based on what they learned in the guidance activities. Seventh-grade students will have completed activities including "Health Decisions." Sixth-grade students will have completed activities including "Why We work."

| | | | | | |
|---|---|---|---|---|---|
| 4 | 60 | Sixth | Students will complete interest inventory | COPS | Classroom Teacher |
| | | | Students will complete personal file folders | Feedback from COPS | |
| | | | Parents will receive letters and sign | T.I.P.S. pamphlet | |
| | | | Students will complete computer programs | Choices Jr. Apple IIe | |
| | | | Students will complete small group activities | Occupational Outlook Handbook | |
| | | | Students will make a computer printout of interests and matching occupations | Choices Jr. Apple II | |

**Evaluation Plan:** Students will be evaluated upon the completion of the inventory, their personal file folders and letters to parents signed and returned. During small-group activities, students will list three personal interests and three occupations related to their interests. Students will be evaluated upon the completion of the print-outs put into their personal folders.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 5 | 220 | Eighth | The students will complete a career interest survey | Reach For Your Star<br>Job-O Career Interest Inventory<br>Job-O Computer Program | |
| | 220 | Eighth | The students will do research to find information about careers | Job-O Dictionary<br>Occupational Outlook Handbook | |

**Evaluation Plan:** The day after the Job-O presentation, the students will list the careers suggested by the inventory and write brief descriptions of the careers. The guidance department will then review the students' papers.

| | | | | | |
|---|---|---|---|---|---|
| 6 | 220 | Seventh | Taking an interest inventory | COPS | Counselor<br>Social Studies Teacher |
| | 220 | | Research career/written report/ oral report | OOH Handbook<br>Chronicle Guidance Brochures (old) | Social Studies Teacher/<br>English Teacher |
| | 220 | | Looking up a favorite career for information | OOH Handbook<br>Chronicle Guidance Brochure (old) | Counselor<br>Social Studies Teacher |

**Evaluation Plan:** The students will score the COPS themselves the same day they take it (self-evaluation). The classroom teacher will evaluate the reports (written and oral) presented by students. Evaluation on both will be based largely on content. The social studies teacher and I will observe and give instruction to students in using the Occupational Outlook Handbook and other career materials we have available.

| | | | | | |
|---|---|---|---|---|---|
| 7 | 90 | Fifth | Units on career skills necessary for success in the classroom<br>Study centers<br>Library resources made available<br>Activities to develop decision-making skills and an awareness of options available in careers and life | Library computer center<br>Computer software | Principal<br>Teachers<br>Librarian |

**Evaluation Plan:** The principal will check with teachers on a weekly basis early in the year to identify students who need special help. Conferences will be held with the students and/or parents. Interim reports to parents will be monitored. Progress reports will be checked. Reinforcement will be provided for students in difficulty. The goal is 100 percent of students learning skills and knowledge necessary to pass their grade.

| | | | | | |
|---|---|---|---|---|---|
| 8 | 450 | Eighth | Complete eighth grade registration | Forms | Counselor |
| | 450 | | Discussions | Videotapes, books, handouts | Counselor |
| | 450 | | Completion of folder | Folders containing written work, handouts | Counselor |

**Evaluation Plan:** Evaluation of #1 will be by the end of April; student registrations will require a minimum of revision (approximately 5 percent of the population). Teacher observations and classroom discussions throughout the year (students should become more comfortable in sharing). A folder of materials will be kept throughout the year. By the beginning of May, the students should be able to list at least three major interests and values and describe one major strength.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 9 | 45 | Eighth | Large-group orientation to the year's activities | | Counselor |
| | | | Aptitude testing and interpretation | Differential Aptitude Tests | |
| | | | Interest testing and interpretation | Kuder Interest Inventory | |
| | | | Group sessions to compare test results, list strengths and weaknesses, and list suggested career areas | Worksheet<br>Test profiles of the DAT and the Kuder | |
| | | | Small-group (5) sessions to demonstrate and practice the use of the COIN, the DOT, and the WTGGs, plus the OOH | Worksheet, DOT, COIN fiches, WTGGs, and the OOH | |
| | | | Students will demonstrate proficiency by passing an oral "exam" and filling out a worksheet | | |
| | | | Class registration and course selection--program planning | Eighth-grade packet | Counselor and individual parents |

**Evaluation Plan:** Evaluation will be informal--observation of students working with the materials, checking of worksheets they will do, and oral examinations while they work: "How would you look up information on...?" "Where could you find the salary for firefighters today? What is it?" "What exactly do millwrights do?" It should be possible to "test" at least three students per period. With less than 45 students in the class, this individualized program will enable the counselor to judge whether individuals can use the materials, and to offer intensive help in discussing strengths and weaknesses, options, and so forth so that students will begin investigating realistic possibilities for their futures.

| | | | | | |
|---|---|---|---|---|---|
| 10 | 135 | Eighth | Class discussion and activity--self awareness decision-making | Whole Person Book choices and challenges | Counselor |
| | | | Survey of careers careers | Understanding jobs and<br>Sound filmstrips<br>Career Information in the Classroom | |
| | | | Administer and self-score vocational survey | Harrington-O'Shea Survey | |
| | | | Presentation--World of Work Careers, Using DOT | DOT, Career Information in the Classroom | |
| | | | Career planning post-high school options, education and work discussion | Choices & Challenges Whole Person Book | |
| | | | Ninth grade scheduling, keeping options open, possible parent attendance | Career Development Presenter Kit, Luther Otto | |

**Evaluation Plan:** I will evaluate each session at the end of the class by using a variety of the three methods of evaluation: (1) discussion by the students (verbal feedback), (2) written assessments of activities, and (3) observation of students. I will judge students' success merely by follow-up to see if they acquired some new competency having experienced the classroom activity. For the overall process, I will ask each student to write two goals for their own competencies in my defined area.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 11 | 75 | Sixth | Classroom Activity CPI Sort--filmstrip and survey with explanation of software in elementary media center | CPI filmstrip, cassette software--media center | Counselor/ Elementary Media Specialist |
| | | | Group discussions with assistance from selected workbook activities | Level 6--Connections Accept Responsibility | Counselor/ Classroom Teacher |
| | 70 | Seventh | Group Discussion | Level 7--Connections Cooperate with Others | Counselor Quest Teacher |
| | 80 | Eighth | Classroom Activities | Level 8--General Math PEAK experience | Math Teacher |
| | | | Use of Occupational Outlook Handbook and additional media materials | | Counselor/ English Teacher/Media Specialist |

**Evaluation Plan:** Evaluation will be done through observations by counselors and classroom teachers, where involved. A short inventory or checklist will be given to student to check "I have learned" as a follow-up activity. Upon completion of unit or activity, it will be noted or included in the career folder. PEAK experiences might be evaluated by quiz in math coursework.

| | | | | | |
|---|---|---|---|---|---|
| 12 | 100 | Sixth | Filmstrip will be viewed and the preliminary survey filled out | Group-Interest Sort (CIS) | Counselor |
| | | | Students will use the Apple computer to investigate interest areas and educational plans | Career-Planning System (CPS) | |
| | 100 | Seventh | The Interest Inventory will be administered--survey filled out--occupations explored | COP System Interest Inventory | Counselor |
| | | | Career Compass interest inventory will be given to those who want further feedback | Career Compass | |

**Evaluation Plan:** At the end of each unit, the student will write a one-page statement on what interests he or she has and what occupation group they relate to. The students will express their ideas on the process and state if anything interesting was discovered either occupation related or interest-wise. I will judge whether or not the program was a success by the content of the one-page papers and the feedback of the students and parents through discussion (individual group).

| | | | | | |
|---|---|---|---|---|---|
| 13 | 60 | Eighth | Surveys and interpretation for interests, attitudes, abilities, and values | COPS System Career Management | Counselors |

**Evaluation Plan:** The results will be evaluated by completed tasks.

| | | | | | |
|---|---|---|---|---|---|
| 14 | 165 | Eighth | Discussion with faculty, introduction to COPS | COPS materials, Luther Otto's book | Counselor |
| | | | Memos, letters sent to parents, students | Written materials description of COPS | Counselor |
| | | | Administration of COPS Inventory | Written words, COPS Booklets, Profiles | |
| | | | Discussion and interpretation of profiles and interviews (including course selection materials and choices) | OOH, DOT, GOE, also COPS Booklet Profile | |

**Evaluation Plan:** Students will take COPS--I will judge success through discussions and interviews (included will be interviews throughout course selection time).

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 15 | 8-20 | Eighth | Test interest--monitor student | GIS Test follow-up | Teachers<br>Counselors |

**Evaluation Plan:** The test will be the GIS (Group Interest Sort). This will be given in November. Success will be achieved if students do not drop out of school.

| | | | | | |
|---|---|---|---|---|---|
| 16 | 180 | Eighth | View filmstrips<br>Listen to JVS counselors<br>Visit JVS<br>Study VALPAR software--VALGUIDE | VALPAR software<br>VALGUIDE | Counselor<br>8th Grade Teacher<br>Computer Teacher |

**Evaluation Plan:** We will evaluate eighth graders on their ability to select courses for high school. The expertise they will exhibit should indicate how well we did our job of looking at the chore of selecting courses toward their goals.

| | | | | | |
|---|---|---|---|---|---|
| 18 | 90 | Fifth | Discussion on self-concept<br>Complete dimensions of self-concept survey | Dimensions of Self-Concept Survey<br>Scoring Service | Counselor-Teacher |
| | | | Form-"I Am Someone Special" Group | | Counselor |
| | 95 | Seventh | Explain and complete computer program "Career Finder" | Career Finder Computer Program | Counselor and Librarian |
| | 90 | Eighth | View and discuss video | Video-Teenage Stress-Causes & Cures | Counselor |
| | | Fifth-Eighth | Students in school view and read career education posters in hallways | 25 career education posters | Counselor post |

**Evaluation Plan:** All fifth graders will have completed and reviewed results of Dimensions of Self-Concept Survey. Fifth graders whose self-concept measure is low will be invited to join Specialness Group. All seventh graders complete computer program (Career Finder) and obtain a computer printout. All eighth graders will view and discuss video "Teenage Stress: Causes and Cures." I will tally number of parents per grade level that have received pamphlet "Tips for Parents--Helping Your Child Plan a Career."

| | | | | | |
|---|---|---|---|---|---|
| 19 | 175 | Eighth | Career assessment (4-5 days) | Self-Directed Search-Form E<br>Teacher worksheets<br>Counselor worksheets | Counselor/ Language Arts Teachers |

**Evaluation Plan:** (1) Evaluation will be based on completion of the workbook, (2) identification of job codes, (3) listing of possible jobs/careers, (4) sharing information with friends, and (5) sharing information with parents.

| | | | | | |
|---|---|---|---|---|---|
| 20 | 90 | Eighth | Guidance class (bi-weekly throughout the school year) | "McKnight Career Decision Making Series<br>COPS Interest Inventory | Counselor |
| | | | Discovering self-characteristics | JOB-O Career Planner<br>Dictionary of Occupational Titles | |
| | | | Learning about careers, worker trait groups, and educational options | Chronicle Career Briefs<br>Occupational Outlook Handbook<br>Encyclopedia of Careers<br>Guide for Occupational Exploration | |
| | | | Developing an individualized career/educational plan | Teacher's Guide to Classroom Career Activities<br>Various films<br>Film strips, video tapes, etc. | Counselor and other faculty members |
| | | | Rating student progress on developing proper work habits and attitudes | Work Skills Resource Manual<br>Work Maturity Skills Series | Counselor and other faculty members |

**Evaluation Plan:** Evaluation will be ongoing throughout the program year and will be primarily based upon student-produced results (worksheets, inventories, self-rating checklists, and the final career/educational plans). Teacher-made tests will evaluate student acquisition of knowledge requirements. Observation and oral questioning techniques will also be used. Students will receive a grade based upon their demonstrated competencies.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 21 | 250 | Eighth | Interest survey and list of strengths and improvements (especially related to child care and future parenting) | Interest Survey | Home Economics Teacher and Counselor |
| | | | Collage of "Me" | Magazines, pictures | Teacher |
| | | | View filmstrips | "Parenting" (SVE)<br>"Infant and Child Care" (SVE) | Teacher and Counselor |
| | | | Video | "Working" video and related materials (Metro Life) | |
| | | | Speaker and/or field trip | Child Care Center<br>Childrens' Librarian | Guest speakers |
| | | | Practical child-care activity | Various community resources and parents | Teacher and Counselor |
| | | | Award certificates | Computer certificate maker (Career Aids) | |

**Evaluation Plan:** Tabulate interest surveys (student or teacher, depending on which survey we use). Students will show and explain Collage of "Me" to class (can give points for participation). Students will fill out form on practical activity (keep a schedule, have parents or employer sign). Award certificates (done with computer program ordered) when activity is completed.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 22 | 250 | Fifth | Pre-test | Self-generated Pretest | Counselor or Teachers |
| | | | Filmstrips and discussion | SVE Test-Taking Skills Filmstrips | Counselor |
| | | | Posttest | Posttest | Counselor |
| | | | Evaluation | Teacher observation | Classroom Teachers |

**Evaluation Plan:** Initial evaluation in the form of a posttest will occur at the final class meeting. All students will be evaluated. Informal evaluation in the form of teacher observation will occur throughout the school year with potential for referral for remediation.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 23 | | Counselors | Establish need | Johnson & Johnson | Asst. Principal |
| | | | Establish background information | NCRVE | |
| | | | Establish philosophy | NCRVE & other series | |
| | | | Establish goals | Careerware-Choices, Jr. | |
| | | | | Career Aids--Effective study skills | |

**Evaluation Plan:** All evaluation at first will be done by observation. The evaluation will start when (1) counselors decide there is a need (principal will assist); (2) counselors buy into competency-based approach (counselor self-evaluation). Then the following will occur: (1) rationale and philosophy developed; (2) goals established; and (3) a glossary established.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 24 | 160 | Sixth | Job classification areas | Tabletop demonstration | Teacher, CVJVS<br>Community<br>Community |
| | | | Decision making | Guidance materials | Teachers |
| | | | Career decision making | Career Education Resource Materials | Teachers and Counselors |
| | | | Career materials location | Career Education Resource Materials | Dean of Students<br>Librarian |
| | 170 | Seventh | Job-skill understanding | PEAK | Math and Science Teachers |
| | | | Job interests-educational aspirations | JOB-O | Social Studies Teachers |
| | 165 | Eighth | Voc-ed, graduate college requirements | | Counselors |
| | | | Interest areas to job clusters | COPS | Social Studies Teachers |
| | | | High school course plan | High school career planner | Social Studies Teachers |
| | | | Job-skills finding, getting | Working video | Teachers |
| | | | Vocational education visit | | Dean of Students<br>Counselors<br>Voc-Ed Personnel |

**Evaluation Plan:** Evaluation will be done at the end of each career related activity through observation, follow-up and various assignments that will be kept in students profile folders as reference materials for students throughout their stay at Dodge.

| | | | | | |
|---|---|---|---|---|---|
| 25 | 160 | Eighth | Career discussion | Oral discussion | Counselor |
| | | | PIC Inventory Given | PIC Interest Assessment | Teachers and Counselors |
| | | | JVS Career Discussion | JVS speaker and slides program | |
| | | | Visit to JVS | JVS building | Counselor<br>Principal<br>JVS staff |
| | 160 | | Working videotape and discussion on job interviews | Tape and teachers manual | Counselor |

**Evaluation Plan:** A conference will be held with each student to go over his or her PIC results and to sign up for ninth-grade courses. The parents will also be asked to participate in this conference. A handout of the PIC results will be mailed to each home. The success of this will be evaluated in talking to the students in these conferences to see how their interest in careers that were suggested line up with their true feelings.

| | | | | | |
|---|---|---|---|---|---|
| 26 | 90 | Seventh | Take personality-type inventory | Myers-Briggs Type Inventory | Counselor<br>Classroom Teacher |
| | | | Compare personality types with occupation trait/skills required | | |
| | | | Analyze personality type with occupation type/skill required | | |
| | 90 | Eighth | Take Occupational Interest Survey | Ohio Interest Survey | Counselor<br>Classroom Teacher |
| | | | Discuss survey results as relate to occupational skills | | |

**Evaluation Plan:** Upon completion of the career/occupational classroom activities, students will list three identified, personal characteristics which are compatible with two occupations of their interest.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 27 | 120 | Sixth | Introduce and complete E-WOW | E-WOW (Explore World)<br>Job-O Dictionary | Sixth-Grade Teacher and Counselor |
|  | 200 | Seventh | Present/discuss/illustrate decision making process | Counselor-made materials<br>Transparencies/ handouts | Health Teacher and Counselor |
|  | 210 | Eighth | Complete Job-O<br>Select courses for ninth-grade schedule | Job-O<br>Job-O Dictionary<br>Reach for Your Star film strip<br>High school scheduling information | Major subject Teachers and Counselors |

**Evaluation Plan:** Evaluation will take place as each student completes the activity. Each activity will conclude with a written task: sixth--list broad categories of WOW; seventh--list sequentially the decision making steps; eighth--select courses for ninth-grade schedule.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 28 | 130 | Ninth | Complete interest survey | COPS | Counselors |
|  |  |  | Relate COPS results to job clusters | COPS, DOT, OOH |  |
|  |  |  | Discuss sex roles and stereotyping | Teacher/Counselor-made handouts Choices/ Challenges books |  |
|  |  |  | Guest speakers in nontraditional jobs | Guest speakers |  |
|  |  |  | Learn job skills to get and keep a job | TV video, posters, handouts |  |
|  |  |  | Setting up "Shadowing" experiences | Last year's list, Phonebook, etc. |  |
|  |  |  | Shadowing |  |  |
|  |  |  | Written evaluation of "shadowing" experience |  |  |
|  |  |  | Follow-up | Student evaluations |  |

**Evaluation Plan:** (1) Teacher-counselor observations of student participation, attitude, and interest; (2) Handouts and individual and small group activities--written and given orally; (3) Completion of career folder; (4) Written evaluation and summary of "Shadowing" experience.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 29 | 70 | Eighth | Complete Job-O Career Interest Inventory | Job-O Career Interest Inventory | Counselor |

**Evaluation Plan:** All students and parents will complete a short questionnaire at the end of their planning session with the counselor as to the effectiveness of the inventory in helping them plan for high school coursework.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 30 | 240 | Eighth | Student Interests | Student Profile Sheets | Counselor |
|  |  |  | Abilities | 3-R Test | Counselor and Staff |
|  |  |  | Occupational Interests | Job-O Film Search<br>Career Compass | Counselor, Computer and Reading Teacher |
|  |  |  | High School Schedule Selection | Above Units | Counselor |

**Evaluation Plan:** The success of the student skills will be determined by the subjects selected for high school. Selections should be based on student needs, interests, abilities,and career interests.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 31 | 240 | Eighth | Self-completed printout of career choices | Apple IIe Computer and related hardware | Counselor<br>Principal<br>Librarian |
| | | | Completed four-year high school academic plan | Career Assessment and Planning Program | Special Ed Staff<br>Eighth-Grade Computer Students |

**Evaluation Plan:** The evaluation process will be a continuous thing beginning in September and concluding in February. The month of February has been selected so that all eighth-grade students might use the information generated when they enter the high school scheduling process. The success of students will be judged by their ability to develop a printout of their potential career choices and to use this tool as an instrument in developing a four-year high school academic plan.

| | | | | | |
|---|---|---|---|---|---|
| 32 | 90 | Sixth | Interest Inventories | E-WOW | Counselor |
| | | | Introduce career reference materials | DOT, WTTG, OOH Children's Dictionary | |
| | | | Match with job clusters | E-WOW and materials | |
| | 90 | Seventh | Interest Inventory | JOB-O | Counselor |
| | | | Introduce career reference materials with job clusters | DOT, WTTG, OOH | |
| | | | Write briefs | DOT, WTTG, OOH | |
| | 110 | Eighth | Same as seventh-grade | | |
| | | | Match high school course of study with career preference | Above, plus high school course description handbook | |

**Evaluation Plan:** With each level, I will monitor the completion and interpretation of the interest inventories. I will check their choice of identified job cluster and specific career preference statements. Students who are able to accurately match their interest with an appropriate job cluster will demonstrate knowledge.

| | | | | | |
|---|---|---|---|---|---|
| 33 | 90-100 | Sixth | Introduction to the project | Filmstrip: Why We Work | Counselor |
| | | | Materials to be read and discussed to relate reasons why we work | My Life--What Shall I Do With It | |
| | | | Take interest inventory | E-WOW | |
| | | | Complete job-exploration activity | E-WOW, OOH, JOB-O Dictionaries | |

**Evaluation Plan:** The job exploration activity is an evaluation. Also sharing information with parents will be an evaluation. Further evaluation of skills learned will be determined by how often students will use the OOH.

| | | | | | |
|---|---|---|---|---|---|
| 34 | 50 | Eighth | Exploration of: | COPS | Counselor, Peer Counselors<br>Teachers |
| | | | Abilities | CAPS | |
| | | | Attitudes | COPES | |
| | | | Interests | JOB-O | |
| | | | Career Decisions | Above surveys, plus OCIS career sheet | |
| | | | Evaluation | | Counselor |

**Evaluation Plan:** Decide on appropriateness or inappropriateness of the student responses to the question: "Is this career a good choice for you?" Ask this question: "Did this process help you schedule for ninth-grade?" Success of students will be judged based on an 80 percent acceptance rate for both questions in "how."

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 35 | 225 | Fifth | Learning Styles Inventory/ develop study plan | Rita Dunn Inventory | Teachers/ Counselor |
| | | | Career Interest Inventory | E-WOW | |
| | | | Explore one career | E-WOW and Resource Center | |
| | 200 | Sixth | Career Interest Inventory | JOB-O | |
| | | | Explore one career | JOB-O and Resource Center | |

**Evaluation Plan:** Locally prepared evaluation instruments will be given to teachers and students to determine revision needs for another year.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 36 | 15-20 | Eighth | Make career folder | | Gifted Coordinator |
| | | | Use word processing and filing to keep material in folder | Bank Street Writer<br>Bank Street School Files | |
| | | | Critical decision simulations | Choices/Challenges Instructor's Guide | |
| | | | Understanding self | Please Understand Me (computer) | |
| | | | Career Interest Surveys | JOB-O (Paper pencil/ computer software | |
| | | | Describe career interest in letter/file to parents | Bank Street Writer Files | |
| | | | Write high school plan according to career interests | HSCCP high school career course planner | |
| | | | Testing Sense | Preparing for PSAT | |

**Evaluation Plan:** Evaluation will be of student folder completed tasks as in expected student results. The gifted coordinator will do the evaluation. Success will be judged by content of folder assimilated into (1) cluster career choice, (2) high school course planning, (3) goal setting and planning--verbal in group and in decision making, and (4) cluster choice translated into some mentoring in high school program.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 37 | | Eighth | Design, discuss, and plan program | Aptitude, inventory instruments; software materials | Principal, Counselor, English Teachers |
| | | | Do the leg work, invitations to speakers, etc. | Same | Office Staff and same as above |
| | | | Meet with staff--continued development | Outline | All Staff |
| | 460 | | Career week | Aptitude Inventory Software | All Staff |
| | | | Follow-up | Software | Counselor |

**Evaluation Plan:** Students will evaluate the program through surveys. English teachers and counselor will evaluate students' observation forms and one-page paper.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 38 | 270 | Eighth | Letter to parent | | Counselor and Reading Teachers |
| | | | Career Finder questionnaire Interest Survey | Career Finder Questionnaire | |
| | | | Pick an occupational area which is most interesting and take notes from OOH | Career Finder Printout, OOH | |
| | | | Write a short report on one occupational group | OOH | Reading/English Teachers |

**Evaluation Plan:** Students will write a short report about the occupational group they found most interesting and tell why. They will note the five occupations from the group they like most.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 39 | 83 | Eighth | View 12 films about different occupations and industries | Free 16 MM films & VHS "Decision Making" | Counselor |
| | | | Attend college-awareness night | College representatives, VHS "Considering College" | 55 college representative<br>Counselor |
| | | | Do a preferred interest inventory | Ohio Interest Inventory | Counselor |
| | | | Use the results of inventory to learn the career resources | DOT, Worker Trait Group Guide, COIN, OCIS | Counselor |
| | | | Start a career folder for use with 8-10 graders | VHS "Career Planning" | |
| | | | Do a measured interest inventory | Kuder Interest Inventory | |
| | | | Use results of inventory to explore careers | DOT, WTGG, COIN, OCIS | |
| | | | View vocational programs at home school and vocational center | Tour Home Ec., Ind. Art., Vo-Ag., Bus. Dept., at home school--Vanguard Voc Center slide presentation | |
| | | | Make course selections for high school | Course handbook | |
| | | | Make printout of a desired occupation | COIN, OCIS | |

**Evaluation Plan:** Evaluation will take place at the end of the school year by two methods: (1) term paper on an occupation which will be written for an English 8 assignment; (2) a career profile booklet containing interest survey results, questionnaires, and a final OCIS printout of a tentative occupation in which the student is interested.

| | | | | | |
|---|---|---|---|---|---|
| 40 | 100 | Eighth | Group class introduction | Career Planning System | Counselor |
| | | | Work in computer lab | | |
| | | | Student interviews | | |

**Evaluation Plan:** All eighth-grade students will be evaluated in February and March, 1988. The counselor will examine student career folders and interview students to assess knowledge gained and relevancy of course selection to career interest.

| | | | | | |
|---|---|---|---|---|---|
| 42 | 300 | Eighth | Completion of Career Workbook | C-LECT student workbook | Teacher/ Counselor |
| | | | Group discussion | Workbook | |
| | | | Individual computer career sessions | C-LECT Jr/Career Compass | Counselor |
| | | | Individual student-counselor discussion session | C-LECT Jr/Career Compass | |
| | | | Parent-counselor evening career sessions | Workbooks/Printouts | |
| | | | Completion of file | Printout/workbook | |

**Evaluation Plan:** Evaluation will be made upon the completion of the total career unit. The evaluation will be based on the completion of: (1) career workbook; (2) discussion session; (3) individual computer session; (4) individual counseling sessions; (5) parent/guardian-counselor career session (if held).

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 43 | 80 | Sixth | Film | | Counselor and Teacher |
| | | | Discussion | | |
| | | | Interest Sort | | |
| | | | Speakers | | |
| | | | Me and Jobs (pencil and paper) | Outsider (community) | |
| | 90 | Seventh | Career scan | | Administrator |
| | | | Me and Jobs (pencil and paper) | | Administrator |
| | | | Speakers | Community | |
| | 80 | Eighth | COPS | | Counselor |
| | | | CAPS | | Counselor |
| | | | Library research | | Teacher |
| | | | Speakers | Community | |
| | | | Writing | | |

**Evaluation Plan:** Sixth-grade: college appropriateness; seventh: commercial--accurateness of presentation; eighth: report--depth of research and accurateness.

| | | | | | |
|---|---|---|---|---|---|
| 44 | 140 | Eighth | Interest Inventory | COPS | Counselor and English Teacher |
| | | | Career Day | Local people | All staff |
| | | | Use the Apple IIe computers in the media center | Career Planning System (NCRVE) | Counselor and English Teachers |
| | | | Ninth-grade registration materials | Curriculum guides and forms provided by the high school | Counselor and English Teachers |

**Evaluation Plan:** Evaluation will be based on completed tasks. Each task will be recorded or kept in a career portfolio.

| | | | | | |
|---|---|---|---|---|---|
| 45 | 160 | Eighth | Work with computer program during S.H. | CHOICES | Library and all Eighth-Grade Teachers |
| | | | Read booklets located in library | Occupational Guidance Series, etc. | |
| | 120 | | Classroom setting | "Project Business" | Teachers from Industry |
| | 160 | | Career Day | The Barberton Community | Teachers/ Community/ Friends, etc. |

**Evaluation Plan:** Evaluation will take place in May: (1) a questionnaire filled out by students, staff, and speakers; (2) observations of mechanics--were the students where they were supposed to be when they were supposed to be; (3) talking with students, staff, speakers; (4) sample forms will be filled out by students.

| | | | | | |
|---|---|---|---|---|---|
| 46 | 90 | Sixth | Career inventory | PIC system | Counselor |
| | | | View filmstrips | Interest surveys | |
| | | | Discussion | World of work handouts | |
| | | | Take CAT test | Career Clusters handouts | |
| | | | Work on personal folders | A Girl Like Me/A Boy Like Me/F/S | |
| | | | Career day | The World of Work F/S | |
| | | | Evaluation/assessment | You Can Be Anything F/S | |

**Evaluation Plan:** Sixth-grade students will be given lists of careers and job clusters by the counselor and will match careers to appropriate clusters with 80 percent accuracy. Sixth-grade students will be given lists of the seven areas of the World of Work by the counselor and will list at least two nontraditional jobs in each of the seven areas. Sixth-grade students will compile a personal folder of surveys and other information.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 47 | | Fifth-Eighth | Encourage teachers in the local schools to implement all or part of the unit | Self-awareness Spirit Masters<br>Self-awareness Auction Kit<br>Career Explorer Worksheets<br>Career Briefs Kit<br>Career Clusters Wall Charts<br>Worker Trait Group Guide<br>Exploring Careers<br>Career Survey Forms<br>Strategies for Decision-Making--filmstrip<br>Filmstrips: Values, Decisions, Success Finding Job Satisfaction | County Teachers: Classroom, Consumer home-making, Physical ed, health, guidance, content areas, support areas |

**Evaluation Plan:** Each teacher will complete an evaluation form indicating the effectiveness of the unit and the materials. Upon completion of class activities, the classroom teacher will evaluate student performance as follows: (1) Each student will be able to state four personal interests and four personal values. (2) Each student will describe three career clusters and list five jobs found within each cluster. Each student will list the knowledge, training, and skills required for each of the five jobs in the cluster areas. (3) Each student will implement the decision-making process to identify one or two career clusters based on personal interests and values. Each student will list five job descriptions within this cluster. Each student will chose one of the five job descriptions and list the knowledge, training, and skills required for the position. (4) Each student will list five values that are important for getting and keeping a job.

| | | | | | |
|---|---|---|---|---|---|
| 48 | 90 | Sixth | Discussions, readings, presentations, visits to career centers, aptitude test, career day | DOT, community business people, library school and community, posters, counselors, teachers | Social Studies Teacher<br>Counselor |

**Evaluation Plan:** The evaluation will be done by the teacher at the end of the unit, using the completed research work done by the student as a measure of knowledge gained.

| | | | | | |
|---|---|---|---|---|---|
| 49 | 104 | Eighth | Interest Inventory<br>Computer disks<br>COIN<br>Conferences with the guidance counselor | CPS (Conover)<br>Data from Mahoning County Office of Education main home | All staff |

**Evaluation Plan:** Evaluation of the student's folder in the guidance office to see if each eighth-grade student has completed all the tasks leading to a career choice.

| | | | | | |
|---|---|---|---|---|---|
| 50 | 250 | | Complete inventory<br>Career exploration assignments | Film inventory<br>Library, guidance department, community | English Dept. |
| | | | Career speakers | Community | School staff |

**Evaluation Plan:** I will evaluate at the end of the school year by checking on completed tasks: (1) inventory; (2) career assignments; (3) career day.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 51 | All | Seventh | Review study skills | Survival study skills "Test-taking materials | Reading Teacher |
| | | | Learning-style determination | Effective study skills | RT/Counselor |
| | | | Develop individual learning profile | | RT/Counselor |
| | | | Identify own rights and responsibilities | Whole Person Book<br>Transitions | Social Studies Teacher or Counselor |
| | All | Eighth | Demonstrate effective study skills | Survival study skills | Reading Teacher |
| | | | Identify personal interests, strengths, goals | WEEAPC Understanding People, Transitions, JOB-O | Social Studies Teacher/ Counselor |
| | | | Practice decision-making skills | People & Places, USA<br>WEEAPC Decision-Making | Social Studies Teacher |
| | | | Select academic program to support personal profile | | Counselor |

**Evaluation Plan:** The student will complete a learning-style profile, outline appropriate study skills, demonstrate test-taking skills, list elements of decision-making, describe alternatives in problem solving, complete career preference profile, complete education needs profile, and complete academic (9-12) schedule.

| | | | | | |
|---|---|---|---|---|---|
| 52 | 190 | Eighth | Career interests and self-assessment | Values Search, JOB-O | Counselor |
| | | | Career planning--clusters, data, people, things | OCIS questionnaires, student handouts | Career Ed Spec/ Counselor |
| | | | Career research activities | Career files, career dials, occu-file | Counselor |
| | | | Arena scheduling for career day | Posters | Teachers/ Parents/ Counselor |
| | | | High school registration | High School Planner | Counselor/Middle & high school |
| | | | Career Day | Filmstrips, AV-Media<br>Speakers | Community Business Leaders |

**Evaluation Plan:** Student discussion or observations of students: (1) completing the High School Planner, the JOB-O, and career research materials; (2) Career Day participation; (3) shadowing or interviewing; (4) constructing their career posters or notebooks.

| | | | | | |
|---|---|---|---|---|---|
| 53 | 20-32 | Parents of Seventh Graders | Reading, viewing filmstrip, discussions | How to Help Your Child Choose A Career by Luther B. Otto, filmstrip | Counselor |

**Evaluation Plan:** Parents will be given a pre- and post questionnaire.

| | | | | | |
|---|---|---|---|---|---|
| 54 | 180 | Eighth | Arrange meetings or room assignments with students | Telephone<br>Speakers | |
| | 180 | Eighth | Career Education Week | Seven rooms and a wide assortment of people from a wide variety of occupations with as many tools of the trade they can reasonably bring | Staff Members<br>Teachers<br>Some auxiliary personnel such as a librarian to help Monitor students, and Counselor |

**Evaluation Plan:** The Career Week Program of Speakers will be evaluated immediately after the speakers have concluded. Teachers who monitored the room during the speaking engagement will be asked to complete an evaluation encompassing every aspect of the speaker's presentations. They will be submitted to me. Students will be asked to write evaluations of the speakers in English classes as part of a writing assignment. This will not only train students to think critically, but provide them an opportunity to practice and demonstrate their writing skills.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 55 | 175-185 | Eighth | Students will compile a list of goals for the future and then turn that list into a goal statement. The statement will be updated in Nov/Dec, Feb. and May. | Filmstrips from school library "Your Future" | Teacher |
| | | | Put together a self-characteristic handbook | Connections materials | |
| | | | Group work | Filmstrips-school library | |
| | | | Students will take a school/teacher-made world of work survey | | |
| | | | World of work career planning survey | JOB-O, CIS | |
| | | | Compile computer printout job file | LEECA computer system that has access to OCIS computer system | Counselor/Teacher |

**Evaluation Plan:** Evaluation will be based on a task completed form. Each folder will contain a checklist so that the students can mark their progress. When the student has completed a task, the teacher or guidance counselor must approve that step. The major parts of the notebook will be completed by March.

| | | | | | |
|---|---|---|---|---|---|
| 56 | 180 | Eighth | Order 200 OVIS from Columbus and train teachers | Test (survey) | Counselor |
| | | | Will take the OVIS | Test-Counselor and Teacher | Counselor/Teacher |
| | | | Counselor will interpret OVIS to parents and students | | Counselor/Principal |
| | | | Classroom/Parent/Counselor meeting | | |
| | | | Students will familiarize self with DOT, interview an adult, read a book on chosen career, write and submit research papers | | Counselor, Eighth-Grade English Teachers |
| | | | Two English teachers will evaluate the 180 research papers | | |

**Evaluation Plan:** The initial evaluation will be when the test (OVIS) is given in October, then review the results from Columbus in November. We will also get feedback from our parents and the students concerning the test and also the interpretation. As building principal, I will evaluate the counselor, teachers, and students. The success of the total program will be determined by student-parent-principal-teacher feedback and obviously the two English teachers' grades on the students' research papers.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 57 | 45-95 | Eighth | "PEAK" student exercises in math and science | PEAK-COIN Microfiche | Math/Science Teachers |
|  | 90-95 | Eighth | Career Education | PEAK, COIN, OOH | Counselor |

**Evaluation Plan:** Evaluation will take place after each resource is used using the student exercises, assignment, and completion of task (worksheet). The success of students will be judged by (1) score on worksheet assignment, and (2) follow-up with career education program (by a counselor) in the third quarter.

| | | | | | |
|---|---|---|---|---|---|
| 58 | 120 | Seventh | Present and discuss the particular PEAK unit | PEAK (Practical Exercises in Applying Knowledge) materials on how people in occupations use fractions and percentages | Counselor |

**Evaluation Plan:** Written evaluation where students will be requested to list occupations where percentages and fractions are skills necessary to accomplish the assigned tasks. There will be a place to list occupations other than the ones we discussed for which the student thinks this is a necessary skill. The evaluation will be given at two distinct times: (1) the teacher will be requested to give the form to one half of the class the day following the presentation; (2) the teacher will be requested to give the form to the remaining classes one week from the day of the presentation. I am interested in the two-faceted approach as some measure of retention of information.

| | | | | | |
|---|---|---|---|---|---|
| 59 | 374 | Ninth | Do interest inventories of Choices Jr., self-score inventory | Choices Jr. Interest Inventory | English Teachers |
|  |  |  | Bring in other material for supplemental work | OOH, DOT, Guide to the DOT, Worker Trait Group Guide |  |
|  |  |  | Use computer disks (Choices Jr.) to make choices on activities presented on monitor | Computers, printer, monitor, disks (Choices Jr.) | Math Teachers |
|  |  |  | Have the Choices Jr. available in the library | Library | Librarian |
|  |  |  | Individual help and/or counseling | Grades, test results, interest inventory OOH, Worker Trait Group Guide | Counselors |

**Evaluation Plan:** Choices Jr. Interest Inventories will be handed out and filled in by students in groups. The student will have a completed inventory. Students will be instructed and supervised in the use of the disks (Choices Jr.) and computers. Students will have a printout of their career choice and/or choices.

| | | | | | |
|---|---|---|---|---|---|
| 60 | 10 | Counselors | Counselor training--Fall, 1987 (one day) | "How to Help Your Child Choose a Career" | SDOE Personnel |
|  | 20 | Parents | Parent workshops (Winter/Spring 1988) (10 parent workshops--20 parents per workshop) | "How to Help Your Child Choose a Career" | County Counselors |
|  |  |  | Program evaluation | Surveys | Director of Admin Services |

**Evaluation Plan:** Workshop participants will be asked to evaluate the workshop experience at the conclusion of the training program. The Director of Administrative Services for Mahoning County schools will report the number of parent training programs conducted by workshop participants. This survey will be completed six months after the training program is held. Parent participants will complete an evaluation of each training session. A summary report of parent evaluations will be prepared.

<table>
<tr><th>School</th><th>Estimated Number of Students</th><th>Grade Level</th><th>Activity</th><th>Resource to Be Used</th><th>Staff Implementation</th></tr>
<tr><td>61</td><td>100</td><td>Eighth</td><td>Letter to Parents<br>Do Interest Survey<br>Explain Worker Trait Guide<br>Show filmstrips and video<br>Do worksheets on preferred occupations<br>Run small groups on clustered occupations<br>Allow those who want more information to use Career Finder<br>Career Day</td><td>Video-Jobs in the 80s<br>OOH<br>Worker Trait Group<br>Career World Magazine<br>Career Finder</td><td>Counselors</td></tr>
<tr><td colspan="6"><b>Evaluation Plan:</b> At the end of the session, the student will be responsible for test, notes on films, career folder, handouts, completion of career assignment, participation. A point system is given to each of these areas to be added to their reading score for the six weeks.</td></tr>
<tr><td>62</td><td>300</td><td></td><td>Administer Job-O Survey<br>Lead students through completion of research questions<br>Classroom discussion of materials presented</td><td>Job-O materials<br>DOT</td><td>Counselor and/or Teacher</td></tr>
<tr><td colspan="6"><b>Evaluation Plan:</b> Students will be evaluated based on the completion of tasks required in the Job-O career planning survey. Classroom discussion and observation will also be used to evaluate desired results.</td></tr>
<tr><td>63</td><td>350</td><td>Eighth</td><td>Group guidance on careers with respect to the following: Self-reliance, self-respect, world of work, positive attitude, speaker's day, discussions</td><td>Filmstrips, videotapes, books and handouts, speakers, teachers</td><td>Guidance staff,<br>Career Ed Coord,<br>Community Employers,<br>Parents</td></tr>
<tr><td colspan="6"><b>Evaluation Plan:</b> Evaluation will come in the form of a "final session" which will have a written test dealing with the aforementioned results and goals, verbal group discussions, written biography of future expectations that will be given back to the students upon graduation from high school. An evaluation of the four units will also be administered in order to review subject matter and presentations.</td></tr>
<tr><td>64</td><td>106</td><td>Sixth</td><td>Counselor lecture: explain SQ3R, show study skills computer materials and then discuss<br>Quiz to see if presented ideas and materials were digested and learned</td><td>Educational Media's Study Skills Computer Materials</td><td>Guidance Counselor, Sixth-Grade Staff Members</td></tr>
<tr><td colspan="6"><b>Evaluation Plan:</b> Methods of improving study skills will be presented the first month of school and will be evaluated prior to the first distribution of interim reports sent home to parents. A written evaluation will be the initial evaluation. Those not demonstrating 80 percent success will be in a small-group situation with the counselor. Material will be repeated, reiterated, and re-evaluated. Parents will be notified of the successful or unsuccessful completion of this project.</td></tr>
</table>

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 65 | 250 | Seventh | Computer disk--classroom sessions on evaluating your study habits | Filmstrip | Teacher/ Counselors |
|  | 300 | Eighth | Computer disks<br>Run continuous small groups in areas of self-esteem | Filmstrip "Understanding and Accepting Yourself" | Teachers/ Counselors |

**Evaluation Plan:** The students will be asked in both grades seven and eight to do a self-evaluation. They will be asked to identify two or three areas in the areas of study skills (7th) and self-concept (8th). Teachers will also be asked to observe and note any obvious changes in student behavior.

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 66 | 375 | Eighth | Self-assessment: interests, abilities, job values, future plans<br>Examine relationship of above three worker-trait groups | Harrington-O'Shea Career Decision-Making System | Counselor |

**Evaluation Plan:** Students will show that they completed the survey booklet and interpretive folder. Students will write the titles of three worker-trait groups which are most related to their self-assessment and write their reactions to the exercises. Students will write a one paragraph critique of the usefulness of the material and the topic.

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 67 | 75 | Ninth | Take Work Value Inventory | COPES | Counselor |
|  |  |  | Take Interest Inventory | COPS |  |
|  |  |  | Receive test results | MAT 6 |  |
|  |  |  | Identify career interest | COPS/COPES |  |
|  |  |  | Review/compare/identify achievement, ability, strengths, weaknesses | MAT 6 results<br>OLSAT results |  |
|  |  |  | Career education unit in English class | OOH<br>Career Briefs | Counselor/ English Teacher |

**Evaluation Plan:** Evaluation will be done by checks of student's project completion at the end of each activity and by observation of students.

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 68 |  | Staff | Materials selection | County Career Education Library | Asst. Supt.<br>Teachers/ Librarian/Career Educ. Coord. |
|  |  |  | Staff orientation |  | Asst. Supt./ Teachers/ Counselor |
|  |  |  | Unit Preparation | Career junior high school registration manual/others deemed appropriate | Eighth-Grade Language Arts Staff |
|  | 135 | Eighth | Unit implementation | Materials developed | Teachers/ Career Ed Coord.<br>Librarian |
|  |  |  | Parent/student meetings | Interest surveys<br>Registration manuals | Principal/ Counselor |
|  |  |  | Student registration | Registration manual | Counselor |

**Evaluation Plan:** Students will be evaluated based upon the completion of "Job description" forms detailing such aspects of their career choice as cluster, title, requirements, etc. All students will complete one or more occupational title explorations within the cluster indicated. Students and parents will be involved in the high school registration process--hopefully the career information will prove valuable in their choices.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 69 | 350 | Eighth | Testing | OIS, CIBS | Math Teacher/All Eighth-Grade Teachers |
| | | | Data entry (student demographics, courses available) | ValGuide Computer<br>ValGuide test results | Counselor |
| | | | Conferences with students and parents | Printout information from ValGuide | |

**Evaluation Plan:** Final evaluation will be done in the spring based on the information contained in the students' folders and how it is/was used in making their four-year plan for high school as well as the courses for which they have registered for the 88-89 school year.

| | | | | | |
|---|---|---|---|---|---|
| 70 | 150 | Eighth | Career decision making | Job-O | Eighth-Grade Teachers |
| | | | Identification of interests | High school career course planner | Middle school Counselor |
| | | | Relate interests to occupational clusters | COPS | Librarian |
| | | | Visit vocational school | | |

**Evaluation Plan:** Evaluation by (1) discussions (follow-ups); (2) ability to identify self-characteristics; and (3) ability to demonstrate the knowledge of work and job classifications.

| | | | | | |
|---|---|---|---|---|---|
| 71 | 160 | Eighth | Needs assessment of what students want to learn regarding careers-discussion and written questions | | Counselor |
| | | | Personal requirements of a job | Worksheet and discussion, filmstrip | |
| | | | Rank order of job values | Worksheet and discussion, filmstrip | |
| | | | Five-six lessons--The World of Work | "Beginners Guide to Work", Ohio Dept. of Employment Services | |
| | | | Seven-eight lessons--asssess student's career choices-score | C.D.M. | Nine-ten-- |
| | | | Nine-ten lessons--interview for jobs, write resumes, apply for jobs | Filmstrips, role play, discussion | |
| | | | Social Security and students | Film, handout from Social Security office | |
| | | | Evaluation unit | Written assignment to evaluate needs | |

**Evaluation Plan:** All evaluation will take place with the teaching counselor. Evaluation tools will include written assignments, oral reports in class, and class discussion. No grade will be issued due to the nature of this topic.

| | | | | | |
|---|---|---|---|---|---|
| 72 | 120 | Eighth | Discussions of careers | COPS Interest Inventory | Counselor/Teachers/Speakers |

**Evaluation Plan:** I will evaluate the students early winter by using assignments and completed tasks by students. I will judge the success of students through individual conferences, written feedback from students, and observations.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 73 | 100<br>100<br>20 | Seventh<br>Eighth<br>Other | During first semester students will meet in groups, with one topic presented at each session.<br>Filmstrips and discussion, backed by written activities, will be the basis for the class | Filmstrips, Worksheets, computer disks | Principal/ Counselor |

**Evaluation Plan:** Students will demonstrate knowledge by preparing sample notes, outlines, etc., and by demonstrating and explaining test-taking strategies. Classroom teacher feedback will be used to assess long-term application of skills.

| | | | | | |
|---|---|---|---|---|---|
| 74 | 330 | Eighth | Students will take the Career Information Survey | Career Information Decision-Making Survey | Counselor |
| | | | Students will complete the Career Information System Interpretive Folder | Career Information Decision-Making Interpretive Survey | |
| | | | Students will begin completing their four-year high school plan | Four-Year Plan | |

**Evaluation Plan:** All eighth-grade students will successfully complete the Career Decision-Making System Interpretive Folder. The folder relates student's interests, aptitudes, and job values to the major 18 career clusters.

| | | | | | |
|---|---|---|---|---|---|
| 75 | 240 | Seventh | Learn about job clusters | COPS Job Clusters | Counselors |
| | | | Learn about people-data-things | DOT | |
| | 200 | Eighth | Take COPS | COPS Inventory | Counselors |
| | | | Submit list of three occupations | Computer printer hooked up to OCIS | Counselor and Secretary |
| | | | JVS counselor present programs at JVS | JVS program | Counselor |
| | | | State occupational choice | None | |

**Evaluation Plan:** Seventh graders will complete a questionnaire on the 14 job clusters and the people-data-things concept. Eighth graders will take and complete the COPS, receive OCIS printouts, attend presentation by JVS, and state their occupational choice at end of the semester.

| | | | | | |
|---|---|---|---|---|---|
| 76 | 15 | Eighth | Use of OOH | OOH | Counselor |
| | | | Match career interest/ability to career clusters--explore options | Career Interest Inventory, OOH | Coordinator of County Gifted Program |
| | | | Participate in shadow program | Community resources | |
| | | | Share with parents | Parents, school | Counselor Gifted Coordinator |

**Evaluation Plan:** At the end of year, I will assess each student's performance/participation in the following: (1) Career inventory--discuss with student at annual scheduling conference; (2) Shadow program--assess students during group discussion; (3) the use and knowledge of OOH in preparation for shadow day; (4) and communication with parents--request feedback.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 77 | 135<br>135<br>150 | Sixth<br>Seventh<br>Eighth | Exploring interest areas and explore career options | Concepts | Teachers<br>Counselor |
| | | | Fill out career interest survey | | Teachers |
| | | | Students will hear different speakers from various careers | Speakers | Counselor |
| | | | Students will participate in a three-day interdisciplinary unit on careers | "Living with Paycheck" disk--math skills at work disk | |

**Evaluation Plan:** Evaluation will be done after each stated student result by seeing that students have completed the stated process. The counselor will observe to see the results are completed.

| | | | | | |
|---|---|---|---|---|---|
| 78 | 120-140 | Seventh | Students will take adapted E-WOW Interest Survey, GIS Interest Survey, Career Area Interest Survey | GIS filmstrip and survey<br>E-WOW adapted<br>McKnight Career Area Interest Survey | Counselor |
| | | | Students will identify and designate cluster areas for two interest areas | Chronicle Occupational Brief | |
| | | | Compare clusters--GIS, E-WOW, McKnight | DOT, OOH | |
| | | | Compile dictionary of ten careers for each of their interest areas | Children's Dictionary of Occupations | |
| | | | Choose one career in each interest area and write a summary of the Chronicle Brief for each | | |
| | | | Write a paragraph explaining how each career matches his/her interests | | |

**Evaluation Plan:** This project will be evaluated by (1) Students will complete and score E-WOW (adapted), GIS, Career Area Interest Survey; (2) Students will compile a dictionary, listing ten careers with definitions in each interest area; (3) Students will be able to state clearly in writing two interest areas and give written summaries of one career in each area. Students will be able to describe how these careers match their interest areas. Students will be able to identify one characteristic of the career that does not match their interests.

| | | | | | |
|---|---|---|---|---|---|
| 79 | 100 | Eighth | General interest survey | JOB-O Dictionary | Counselor |
| | | | Explore career areas | DOT, JOB-O, OOH, Career World magazine | |
| | | | Participate in career exploration day | Various workers in the community and neighboring communities | Counselor<br>Workers in various occupations<br>Teachers |

**Evaluation Plan:** Evaluation will consist of the completed survey with the best career matches marked. I will evaluate each eighth-grade student upon his/her completion of the survey. Also, the student will be able to tell me what career groups would be good matches for him/her.

<table>
<tr><th>School</th><th>Estimated Number of Students</th><th>Grade Level</th><th>Activity</th><th>Resource to Be Used</th><th>Staff Implementation</th></tr>
<tr><td>80</td><td>180</td><td>Seventh</td><td>Prepare lessons</td><td>Study-skills filmstrips</td><td>Counselor</td></tr>
<tr><td></td><td></td><td></td><td>Schedule six lesson presentations in the minimum standards block during the first quarter</td><td>Counselor prepared handouts on self-inventory</td><td>Student Guidance Assistants</td></tr>
<tr><td></td><td></td><td></td><td>Utilize study-skills filmstrips</td><td>Career match computer software</td><td></td></tr>
<tr><td></td><td></td><td></td><td>Instruct in the use of the computer</td><td>Encyclopedia of careers</td><td></td></tr>
<tr><td></td><td></td><td></td><td>Meet with groups of 8-10 students to use the computer</td><td>OOH Handbook</td><td></td></tr>
<tr><td></td><td></td><td></td><td>Evaluate</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td>Intervene with students unable to meet the goals</td><td></td><td></td></tr>
<tr><td colspan="6"><b>Evaluation Plan:</b> Every seventh grader's knowledge will be evaluated when he/she attempts to match his/her self-perceptions with options provided by the computer program.</td></tr>
<tr><td>81</td><td>390</td><td></td><td>Showcase display of materials</td><td>Materials purchased from Conference</td><td>Counselor</td></tr>
<tr><td></td><td>150</td><td>Eighth</td><td>Students given instruction in use of OOH</td><td>OOH, DOT, GOE Instruction Manual</td><td>Guidance Classes</td></tr>
<tr><td></td><td>360</td><td></td><td>Career and high school night</td><td>High school planner and OVIS</td><td></td></tr>
<tr><td></td><td>20</td><td>Teachers</td><td>Inservice and demonstrate materials</td><td>Transparencies and flipchart</td><td></td></tr>
<tr><td></td><td>5</td><td>Teachers</td><td>In-depth work</td><td>Infusion materials from NCRVE</td><td></td></tr>
<tr><td></td><td>3</td><td></td><td>Evaluation phase</td><td>Various instruments as described</td><td>Counselor<br>Principal<br>Teacher</td></tr>
<tr><td colspan="6"><b>Evaluation Plan:</b> Evaluation of the goals will be accomplished in a variety of ways as noted in expected student results. The evaluation of the project overall will be a compilation of the various evaluations and a written summary by me based upon the data collected.</td></tr>
<tr><td>82</td><td>157</td><td>Teachers</td><td>Inservice</td><td>Basic Study Skills, I, II, III, and Developing Personal Values collection from Learning Tree</td><td>County Office Personnel</td></tr>
<tr><td colspan="6"><b>Evaluation Plan:</b> The evaluation of this program will be done by county office staff. General supervisors and career education coordinator will observe and/or survey teachers during the year as to the instruction in and the use of materials purchased for teaching study skills and values awareness. All personnel in county office will report to me so I can write the final evaluation report.</td></tr>
<tr><td>83</td><td>182</td><td>Eighth</td><td>Computer disks</td><td>Data from Mahoning County Board of Education (COIN)</td><td>Counselor</td></tr>
<tr><td></td><td></td><td></td><td>Interest Inventory</td><td></td><td>Social Studies Teacher</td></tr>
<tr><td></td><td></td><td></td><td>COIN terminal</td><td></td><td>All Staff</td></tr>
<tr><td></td><td></td><td></td><td>Guidance counselor world of work presentations</td><td></td><td></td></tr>
<tr><td colspan="6"><b>Evaluation Plan:</b> Evaluation of the student's folder in the guidance office at the end of the year to ensure that all eighth-grade students have completed the assigned tasks. A two-week career orientation class will be incorporated in the social studies curriculum enabling the students to better understand the world of work and better prepare for the high school curriculum.</td></tr>
</table>

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 84 | 160 | Eighth | Complete questionnaire | GIS, quickie questionnaire | Career Lab |
| | | | Do follow-up research | GIS, specific occupations | |
| | | | Evaluation | GIS | |
| | | | Business card print, poster, stationery | Print shop | Computer Lab |
| | 30<br>20 | Staff<br>Parents | Inservice for staff and parents to help them develop awareness of resources (pretest posttest) | Samples of workshop materials (GIS, Children's Dictionary of Occupations | Counselors |
| | 165 | Seventh | Provide group guidance for self-awareness | Learning Tree Unit | Social Skills Lab |
| | | | Provide group guidance for self-reliance | Learning Tree Unit | Group Guidance Leaders |
| | | | Provide group guidance, self-confidence | Learning Tree Unit | |
| | | | Participate in career search | DOT, OOH | Career Committee |

**Evaluation Plan:** (1) Evaluate career search by checklist of each student receiving three printouts each. (2) Provide pre-test, post-test evaluation to staff and parents after workshop inservice for career education.

| | | | | | |
|---|---|---|---|---|---|
| 85 | 45 | Seventh | Involve students in use of the PEAK materials with the COIN career machine | PEAK resources with the math & science classes. Also used in conjunction with the COIN career machine | Junior high teachers--math science and social studies |
| | 45 | Eighth | Students will utilize the Encyclopedia of Careers and Occupational Outlook Handbook to find out information about jobs and careers | Job Readiness series by use on the computer<br>Encyclopedia of Careers<br>OOH | |

**Evaluation Plan:** Evaluation will be done periodically during the course of the school year. Designated junior high teachers will monitor student career progress by using the career-guidance resource materials and by assessing how well students have learned about various occupations. The motivation and success of students by their progress in discovering facts about careers and jobs will be an integral aspect of the plan. The key focus will be for students to explore and find out information about different careers.

| | | | | | |
|---|---|---|---|---|---|
| 86 | 180 | Eighth | Career-interest survey administration and interpretation and selection of minimum of careers | COPS Interest Inventory<br>Job-O Career Interest Assessment Program | Counselors, Teachers, and Special two Ed Teachers |
| | | | Researching and writing reports on two careers | Occupational Outlook Handbook<br>COPS System Career Cluster Booklet Kit<br>Worker Trait Group<br>Career Briefs<br>Encyclopedia of Careers<br>Other career books and magazines from school library and guidance office | Same as above plus librarian |
| | 150 | Eighth | Same as above | Same as above #1 | Counselors<br>Teachers<br>Librarian |

**Evaluation Plan:** Students will be evaluated based on successful completion of both the interest survey and the assigned reports on the two chosen careers.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 87 | 15-20 | Parents | Parents of Sixth, Seventh, and Eighth-Grade Students | | |
| | | | 6-8 weeks--activities in The Next Step | Dinkmeyer & McKay The Next Step<br>The Effective Parent-text | |
| | | | Listening activities re: parents | | |
| | | | World of work--list three jobs held in past--share with child, child will tell three possible career choices to parent | Luther Otto--How to Help Your Child Choose a Career<br>Pertinent handouts | |

**Evaluation Plan:** Parents will report verbally three career choices of child. Parent will instigate a family meeting to discuss career concerns and verbally report to groups.

| | | | | | |
|---|---|---|---|---|---|
| 88 | 100 | Eighth | Discussion | COPS Interest Inventory | English Teacher<br>Counselor |
| | | | Administer Interest Inventory | COPS Profile and Guide | |
| | | | Score Interest Inventory | DOT, OOH | |
| | | | Key inventory results to DOT | Careers Today | |
| | | | Outside reading | Career Information in the Classroom | |

**Evaluation Plan:** Evaluation will be by Self-Interpretation Profile and Guide of COPS. Interest Inventory and listing of five jobs within each of three career clusters of interest found in DOT. This project will be undertaken in second quarter of the school year, and completed at approximately end of third quarter in time to assist eighth graders in making subject choices relative to career interest upon high school entry.

| | | | | | |
|---|---|---|---|---|---|
| 89 | 126<br>153<br>140 | Sixth<br>Seventh<br>Eighth | Reviewing and working through CPS<br>Listening to guest speakers from various occupations | Computer program<br>Filmstrips<br>Videos of guest speakers | Counselors<br>Social Studies, English, and Math Teachers |

**Evaluation Plan:** I will evaluate this program in the Spring of 1988. The CPS system has a student progress chart included. I intend to form an evaluation team comprised of teachers, parents, and members of student council to evaluate the first-year program.

| | | | | | |
|---|---|---|---|---|---|
| 90 | 200 | Seventh | Preview the CPS 101 and make a file or folder in class | CPS 101 | Teacher<br>Counselor |

**Evaluation Plan:** Student evaluation will take place December 1987. The career folder information will serve as the "how" and "judgement" part of this question.

| | | | | | |
|---|---|---|---|---|---|
| 91 | 100 | Seventh | Continual counseling during the students' disciplinary conference with me. Continual assignments to students who violate rules, to review filmstrip, write contracts, read booklets related to their behavior problem, write their solutions to their own problem in the form of a contract | Filmstrips, each reading booklets, counseling time--All relating to "Understanding Your Feelings"--How to Be yourself yet get along with other students/ | Various staff |

**Evaluation Plan:** I will be evaluating in an ongoing schedule, according to whether students are repeatedly sent to me for similar or different rule infractions. A continual inservicing and counseling process will be occurring, along with the consequence that is consistently applied (ISS, OSS, after school intervention, school-help duty) for various school rule infractions. And during each meeting, the student and I will discuss what changes need to be made in our original plan of action or contract. My judgment of success will be determined by the fewer number of times that I see each student for the same offense.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 92 | 200<br>200 | Seventh<br>Eighth | Effective test-taking measures | Test Taking Made Easy | Counselors Teachers |
| | 200 | Seventh | Decision-making process | Self-Exploration Series "Who Am I?" | Counselors |
| | | | Examine work values | Self-Exploration Series, OOH | |
| | | | Examine study skills | Self-Exploration Series "Study Skills" | |
| | 200 | Eighth | Examine and explore career choices related to realistic goals | Choices and Goals<br>Encyclopedia of Careers, OOH | Counselor<br>Teachers |
| | | | Include parents in plans and encourage visit to resource area | ITBS/CAT results<br>Tips for Parents<br>Printouts to home | Counselor |

**Evaluation Plan:** The evaluations will be done in the student self directing/study areas as the assigned tasks are completed by use of the checklist in student's file. Continuous monitoring will be done with teacher's help and if reinforcement is needed, assistance will be given. Parents will be included when feasible.

| | | | | | |
|---|---|---|---|---|---|
| 93 | 80<br>80<br>90 | Fifth<br>Sixth<br>Seventh | Interest Inventories | E-WOW<br>GIS<br>Interest Checklist | Counselor |
| | | Fifth-Seventh | Decision-making activities | Career Decision-Making Text<br>Problem Solving Process text<br>Sunshine Project | |
| | | Sixth-Seventh | Career clusters | OOH, WTGG, DOT inventories | |
| | | | Decision-making | | |
| | | | List interesting careers | OOH, WTGG, DOT inventories | |
| | | Fifth-Seventh | Select planning committee<br>Participate and process career day plan for 88-89 school year | | |

**Evaluation Plan:** The evaluation will be done on an ongoing basis in small groups and on a one-on-one basis with me. I also hope to include parents in this process (although I haven't gotten this worked out) and will be asking them for feedback and for support. The students will demonstrate knowledge of the decision-making process in a practical way as they narrow down their areas of interest. I will also ask the students for ongoing feedback. A written evaluation will be developed and completed by the students regarding career day.

| | | | | | |
|---|---|---|---|---|---|
| 94 | 165 | Eighth | Testing | COPS Interest Inventory | Counselor |
| | | | Review of career clusters--COPS | Apple IIe software | Computer Instructor |
| | | | Career Profiles--Computer | Resource persons | |
| | | | Interaction with resource people | | Social Studies Teacher |
| | | | Field trips | | |

**Evaluation Plan:** Students will be evaluated in March through student/counselor interviews and composition that will be written by each student in the social studies class, and evaluated by the instructor and guidance counselor.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 95 | 160 | Sixth | Inventories | Filmstrips | Teachers |
| | | | Field trips | Computer inventories | |
| | | | Books and resource materials | Community resource persons | Librarian<br>Counselor |
| | | | Interviewing workers | Library resource | |
| | | | Career Day | Librarian | |

**Evaluation Plan:** At the end of the unit, students will have the opportunity to give both written and oral reports about a career of their choice.

| | | | | | |
|---|---|---|---|---|---|
| 96 | 160 | Eighth | Videotape | "Working" kit video | Counselor |
| | | | Lesson on job values | "Career Information in the Classroom" | |
| | | | Lesson on job skills | "Connections" Competency 1 | |
| | | | Lesson on goals | "Connections" Competency 1 | |
| | | | Lesson on positive work attitudes | "Connections" Competency 2 & 3 | |
| | | | Lesson on cooperating with others | "Connections" Competency 7 | |
| | | | Interest Inventory | Harrington-O'Shea | |
| | | | Looking at results--job clusters | OOH, Brief Kit, Encyclopedia of Careers | |
| | | | Closure and written evaluation | Questionnaire | |
| | | | Career day | Community | Eighth-Grade Staff |

**Evaluation Plan:** Every eighth-grade student will hand in a completed Interest Inventory to be put in the file. Every eighth-grade student will complete a survey, questionnaire, and evaluation of the unit. All eighth-grade students will write an essay, through language class, discussing the results of the inventory and what their plans are for the future. This essay will be placed in their packet.

| | | | | | |
|---|---|---|---|---|---|
| 97 | | | Class discussion | Career Information in the Classroom | Counselor<br>Eighth-Grade Teachers |
| | | | Videotape | Working Kit-Prudential<br>Harrington-O'Shea Decision-Making System | Counselor |
| | | | Reading assignments and report | Focus on Future<br>Stepping Up and Moving On | Reading Teacher |
| | | | Search for occupations | OOH | Counselor<br>Librarian |
| | | | Class discussion of Harrington-O-Shea | Harrington-O'Shea | Counselor<br>Eighth-Grade Teachers<br>Career Day Speakers |
| | | | Class discussion--guest speaker | None | Counselor<br>Guest speaker<br>Career Day Speakers |
| | | | Reading assignments | Coping with series | Reading Teacher |

**Evaluation Plan:** Every student will complete the Harrington-O'Shea Interest Survey, which will be placed on file and passed on to the ninth-grade counselor who can use it for comparison. Each student will write an essay in language arts class discussing the results of the unit, review the interest inventory, and make plans for high school and post-high school during the second semester. Each student will complete a summary and evaluation on the last day of the unit. The counselor will listen and watch behaviors directed toward the unit.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 98 | 210 | Eighth | Career week | JOB-O | Counselor |
|  |  |  | Career Day | JOB-O Dictionary | Social Studies Teacher |
|  |  |  | Decision-Making Process | OOH, Counselor-made material | Career Specialist |
|  |  |  | Ninth-Grade Scheduling | Ninth-Grade Schedule Planner |  |

**Evaluation Plan:** Students will choose an occupation for career day, will complete ninth-grade course selection, will complete research on career week, and will complete career week (different from career day).

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 100 | 30 | Sixth | Incorporate with teacher's career unit, begin Job-O folder | Job-O Folder | Teacher |
|  | 25 | Seventh | Reading "Career World" in class | Ohio Career World | Reading Teacher |
|  |  |  | Group discussion |  | Counselor |
|  |  |  | Answering questions at end of articles |  |  |
|  | 25 | Eighth | Introduction Folder | High School Career Course Planner | Counselor |
|  |  |  | Reports using DOT/OOH | DOT, OOH |  |

**Evaluation Plan:** Sixth grade evaluation--two reports as result of job search using JOB-O. Seventh-grade--oral evaluation from reading teacher; collect answered questions at end of articles. Eighth grade--completion of career folder to follow student to ninth-grade selection of courses for ninth grade; individual as well as group counseling and feedback. Counselor--parents interaction at PTA meeting as to my presentation.

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 101 | 300 | Eighth | Guidance Folder |  |  |
|  |  |  | Filmstrips |  |  |
|  |  |  | Worksheets | COPS | Teachers |
|  |  |  | Career Clusters | OOH | Counselors |
|  |  |  | Occupational Handbooks | Filmstrips |  |
|  |  |  |  | Career Units |  |

**Evaluation Plan:** I will evaluate by using COPS, workbooks, assignment sheets, and talking to the students in December to see if they have a plan for high school.

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 102 | 300 | Eighth | Give COPS Job Interest Survey | COPS | English Teacher |
|  |  | Ninth | Write two career reports | OOH, DIT |  |
|  |  |  | Announce and advertise resource material | Disks--Career Compass<br>Film--Understanding Jobs & Careers | Counselor<br>Librarian<br>Teachers |
|  |  |  | Four city compact videos and handouts | Video | Science Teacher<br>Counselor |
|  |  |  | Scheduling eighth to ninth grade |  | Counselor |

**Evaluation Plan:** The student will be evaluated by writing on two careers as stated on page one.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 104 | 215 | Seventh | Interest Survey | "Choices and Goals" Glencoe Publishing | Student-directed search |
| | | | Career Exploration | "Career Information Center" Glencoe Publishing<br>COIN, Children's DOT | Student-directed<br>Counselor-assisted |
| | | | Study Skills | "Survival Study Skills" Weiser Educ. Inc.<br>"Getting Smarter" Fearon Educ. | Counselor<br>Teacher |
| | 205 | Eighth | Aptitude Test | DAT | Counselor-administered |
| | | | Career Exploration | "CIC"<br>COIN | Student-directed<br>Counselor-assisted |
| | | | Study Skills | "Survival Study Skills"<br>"Getting Smarter" | Counselor<br>Teacher |
| | | | Parent Information | Newsletter<br>"Newsroom" Educ. Media Corp. | Counselor |

**Evaluation Plan:** This objective will be met as each individual completes the assigned task (student checklist). Opportunities for this objective will be on a continuing, as requested basis. A list of requested information will be recorded so as to determine areas of interest for this level of students. Continuous monitoring of individual study progress will indicate a group of students that will need assistance in improving study skills.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 105 | 300 | Seventh | A separate folder will be created for each student. During group guidance classes the first semester students will develop and complete projects to include in their folder (1) learning style inventories, (2) interest survey (3) resume | The National Center Career Vocational folder for each seventh-grade student. Also, learning-style inventories and interest surveys | Counselor<br>Principal |

**Evaluation Plan:** Our efforts will be devoted to evaluation via observation, student written summations, and student recitations. Also, the concluding product of an individual folder for each student concluding their seventh-grade year will be verified.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 106 | 225 | Seventh | Career interests | Job-O | Guidance/Health |
| | | | Design questionnaire/interview employer | Questionnaire | Guidance/Health<br>Community resources |
| | | | Narratives/group project | Local demographic reference material | Library/JTPA |
| | | | Decision-making skills | Filmstrip--Planning for Future | Guidance |
| | | | Research/guest speaker | "It's More Than a Job" | Guidance/Community |
| | | | Individual research | Reference/computer software | Guidance/Computer |
| | | | Completing first stage of career folder/parent meeting | | Guidance/Parents |
| | 225 | Eighth | Identify work skills, research skills needed for various jobs | CFKR materials | Guidance/Health |
| | | | Visit ACJVS | ACJVS | Guidance/ACJVS Staff |
| | | | Research career goal | Job-O Compu/Serv | Guidance/Health Reading |
| | | | Write educational plan | Handbooks/Compu/Serve | Guidance/Health Reading |

**Evaluation Plan:** The evaluation will be an ongoing process during the career planning unit. Students will be evaluated by instructors using conventional evaluation instruments and strategies as well as student self-evaluation and feedback. As another component of the evaluation plan, students will be asked to evaluate the unit and provide suggestions for improvement. We will have a parent seminar and subsequent parent response. At the conclusion of the year, the guidance counselor will supply the principal with a comprehensive evaluation and plan for the next school year.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 107 | 20 | Eighth | Pre-school conference<br>Group discussion and counseling<br>Individual conferences and counseling<br>Career decision-making discussion<br>Using resources related to improved study skills, and behavior and career decision making<br>Visit actual job sites and talk with employers | "How to Study and Take Tests" booklet<br>"Study Habit Survey"<br>COIN microfiche<br>Job-Or or COPS<br>Community employers | Counselor<br>Administrator<br>Teachers<br>Librarian |

**Evaluation Plan:** We would evaluate student progress on a weekly basis by reviewing teacher progress reports, checking completed classroom assignments, communicating with parents, and talking with the students about their progress or about any concerns. Based on the results of the career-interest exploration, we would also discuss with students their interest areas and how these interests relate to various classes. We would discuss with students the importance of good work habits and appropriate behavior, not only in school, but in the selected possible future work areas. We would also use grade card reports and interim progress reports to evaluate the progress of our students.

| | | | | | |
|---|---|---|---|---|---|
| 108 | 140 | Eighth | Three sessions with all eighth graders through classroom settings. First day--students take the CDM; second day--students will score the CDM's and complete the Interpretive Folders; third day--students learn how to use the WTG guides to find career information. | Harrington O'Shea Career Decision-Making System Surveys and Interpretive Folders for each student<br>Approximately 32 Worker Trait Group Guides | Guidance Counselor |

**Evaluation Plan:** Evaluation of the completion of the CDM's will be through the receipt of the counselor's copy of the profile. That the students have learned to locate desired WTG's will be determined through observation.

| | | | | | |
|---|---|---|---|---|---|
| 109 | 60 | Seventh | Students will be enrolled in and complete an introduction to careers class for one nine-week period beginning in August-May<br>Students will complete career-interest inventory<br>Students will self-score interest inventory for immediate feedback<br>Students will meet with counselor for interpretation of interest inventory | Career-Skills Text and Workbook<br>COPS | Counselor |

**Evaluation Plan:** Evaluation will be ongoing for this project through observation. Also, at the end of each nine-week period, class members will be evaluated by their successful completion of the course. This evaluation will take place through written assignments, workbook assignments, and interest-inventory completion.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 110 | 250 | Seventh | Speaker activity | Guest speakers | Counselor |
| | 250 | Eighth | Work shadow activity | Company cooperation | Math Teacher |
| | | | Testing eighth graders | COIN math materials | Principal |
| | | | Testing seventh graders | COPS-R Interest Inventory | |
| | | | Related math activities | Career Compass Interest Inventory | |
| | | | Job search activities | Encyclopedia of Careers | |
| | | | | DOT | |
| | | | | Basic Math Pack | |

**Evaluation Plan:** The students will test and grade the results of their interest surveys. They will be able to list more than one occupation related to their high interest. This can be observed by counselor, teacher, or administrator. The students will solve mathematical problems related to their interest areas, with the scoring accuracy completed by math department members. Students can learn of additional information by using resource materials available to them through report or verbal methods.

| | | | | | |
|---|---|---|---|---|---|
| 111 | 40 | Seventh | PEAK questions | PEAK questions<br>COIN machine | Science/Math Homeroom Teachers |
| | 40 | Eighth | PEAK questions | PEAK questions<br>COIN machine | |

**Evaluation Plan:** Evaluation will be continuing and ongoing with homeroom teachers keeping a checklist record of their participation. I will personally evaluate the teachers in terms of the extent of their record keeping. I will personally ask a random sampling of students to explain how they related the COIN matching with the PEAK program, and how they figured out the answers they came up with to the PEAK questions.

# PART 3

---

## Plans and Expected Results of the 1988 Ohio Middle School and Junior High School Guidance Counselors Conference Participants

---

# 1988 Workshop
## Participant's Guidance Program Improvement Plans: Goals and Statements of Expected Student Results

### Introduction

During the course of the 1988 Career Guidance Conference, the 87 participants were required to design and submit a guidance-improvement plan for their schools that utilized their workshop experience and the materials and resources received there. The following pages present these improvement plans for all schools involved.

Throughout the year, the Ohio Department of Education will follow up with participants, monitoring the implementation efforts. At the completion of their activities, participants will submit reports to the Department detailing the results of their efforts.

(School #1)

| Goals | Expected Student Results |
|---|---|
| Eighth-grade students will, at the end of the school term, acquire, experience, and demonstrate competencies in self-awareness, career planning/development strategies, and receive assistance in selecting high school courses. | All eighth-grade students will plan and prepare a written plan for career alternatives by<br>(1) Identifying an awareness of self with regard to work values and attitudes, to explore one's interests and importances of work success<br>(2) Developing rational decision-making strategies for making choices concerning educational preparations and career/job/occupations which may be best suited presently<br>(3) Experiencing hands-on activities with various career resources, assisting in learning about the world of work for the 1990's-2000's.<br>(4) Identifying and exploring career clusters as they relate to job characteristics<br>(5) Co-developing and sharing with parents results of exploration activities, the decision-making processes and final selection of high school course offerings |

(School #2)

| Goals | Expected Student Results |
|---|---|
| Sixth grade students will demonstrate the following:<br>(1) Knowledge of career interests areas<br>(2) Knowledge of career characteristics in their interest areas<br>Seventh-grade students will demonstrate:<br>(1) Knowledge of their place on *Holland's Code*<br>(2) Knowledge of careers in their area of interest<br>Eighth grade students will demonstrate competence in<br>(1) Knowledge of decision model<br>(2) Application of decision model | Sixth-grade students will exhibit knowledge of their career interest areas and characteristics of two specific careers on the JOB-O insert sheets. This will be accomplished by administering the JOB-O career exercise. I will administer and process the exercise.<br>**Evidence.**<br>Evidence of knowledge will be the completed sheet. The seventh-grade students will demonstrate knowledge of *Holland's Codes* and three careers which fit their *Holland Code*. This will be accomplished by showing the filmstrip, *Jobs of the 90's*. This will be followed up by administering *The Career Game*. Proof of knowledge will be demonstrated by the students completing an exercise sheet with their *Holland Code* and three specific careers from that code. Another guidance counselor and I will administer the exercises. Eighth-grade students will demonstrate knowledge of a decision-making model and ability to use it. This will be accomplished by showing the filmstrip, *Making Decisions*, to all eighth grade students. The filmstrip will be process ed and followed up with a quiz. The quiz will be for the steps of the instrument and then a problem will be presented to groups of students so they may apply the decision model. |

(School #3)

| | |
|---|---|
| Seventh-grade students will be able to use study skills. The eighth-grade students will build better self-esteem and self-concept. They will gain awareness and knowledge of their interests, temperaments, and aptitudes, and how they relate to the world of work. The ninth-grade students will further expand their career awareness. | The seventh-grade students will demonstrate competency in note-taking and study skills needed to cope with academic tasks. The eighth-grade students will identify self-concept traits like self-esteem. They will gain knowledge about their interests, temperaments, and aptitudes and how they correspond to their educational plans for high school and their future careers. They will further enhance their knowledge through a "Career Exploration Day" where speakers from the community will share their career expertise with the eighth graders. The ninth graders will continue their exploration of careers and self by using an interest inventory. A career unit will be taught with teacher assistance and the COPS will be administered. |

(School #4)

**Goals**

Fifth-grade students will understand the dynamics of how friends can help and hurt. Students will also understand that stress exists and how to relax. Students will learn how to pick up and move ahead from failures. Seventh- and eighth-grade students will become more aware of their interests and available career areas.

**Expected Student Results**

Students will be able to

(1) Understand and control feelings
(2) Identify careers which relate to their own interests, goals, and values

**Strategies:**
Five group sessions for fifth graders using the thinking, changing, and rearranging (program from another source), and the three Sunburst films I've ordered. This program will continue into sixth grade (following year).

**Strategies:**
Seventh- and eighth-grade groups: *Career Exploration Kit; E-Wow;* Edits pocket-size cluster charts; Career Action Plan; Activity Masters; and *Children's Guide of Occupations.*

---

(School #5)

Each seventh-grade student will become more aware of his/her interests and abilities and how they relate to career choices.

Students will

(1) Be able to identify their individual interests and abilities
(2) Gain an awareness that their educational choices will be a factor in determining their career opportunities
(3) Gain a knowledge of the various career clusters
(4) Choose two or three careers they are interested in and investigate the training needed, job duties, and other relevant information.

---

(School #6)

Each eighth-grade student will demonstrate competencies in the following areas:

(1) Ability to delineate a picture of self involving values, interests, and abilities
(2) Knowledge of how self characteristics relate to particular career opportunities
(3) Knowledge of educational and vocational options available in high school and beyond
(4) Understanding of a variety of career options available

Students will be able to

(1) List personal characteristics related to values, interests, abilities
(2) Identify careers which relate to their values, interests, and abilities
(3) Discuss their reactions to, and awareness of, opportunities in vocational education in high school and college after high school
(4) Explore several career options which are attractive to each student

**Strategies:**
The eighth-grade career unit will take place in the English classes over a period of ten days. The first

| Goals | Expected Student Results |
|---|---|
|  | three days will involve the students completing interest, value, and ability forms; day four will involve a presentation/discussion by the joint vocational school director; day five will involve a presentation by a Kent State University college speaker; day six will take all students for a tour of the vocational programs; on day seven the students will take the *Ohio Interest Survey;* on day eight students will complete the survey and be introduced to the *Worker Trait Group Guides;* on day nine students will choose a career they would like to investigate and begin to research a career paper using the *Occupational Outlook Handbook* and Chronicle Guidance briefs; on day 10 loose ends will be tied up followed by a discussion and/or presentation of reports. The English teacher will grade the reports and present a format which will be followed.<br>**Evaluation:**<br>Discussion and career report. |
| (School #7) |  |
| All eighth-grade students will demonstrate knowledge of their interest in regard to the world of work in planning their high school educational plan. | One hundred-fifty eighth-grade students will be able to do the following:<br>(1) Identify interests—likes and dislikes<br>(2) Identify occupations that relate to their interests<br>(3) Demonstrate knowledge of their career interests as they relate to high school educational planning |
| (School #8) |  |
| The project is to establish a junior high (seventh- and eighth-grade) program including study skills (seventh-grade) and career awareness (eighth-grade), and DH (seventh- and eighth-grade) students will explore their interests in relation to career awareness. | Seventh-grade students will be able to improve writing, listening, speaking, and test-taking skills. This will be evaluated by observation and improvement; nonimprovement of grades in academic classes. Eighth-grade students will be able to identify career clusters in relation to their individual interest levels. Students will be able to choose career areas in relation to their interest, goals, and values and actively participate in the career day program. |

(School #9)

**Goals**

Eighth-grade students will gain a knowledge of how interest and education relate to the world of work.

**Expected Student Results**

**Target Group:** Eighth-grade students including the students participating in the enrichment program.

**Behavior:**

Students will be able to do the following:

(1) Use and interpret interest inventories
(2) Use occupational briefs
(3) Discuss the relationship between education and the world of work
(4) Make choices of high school courses as they relate to the world of work
(5) Participate in career speaker's presentations

**Strategies:**

(1) Survey of student's perceptions of their future career goals
(2) Four sessions in the classroom and one evaluation session for career materials presentation
(3) Development of a career speakers bank for teacher's and counselor's use

**Evidence:**

Evaluation will be based on completion of classroom assignments and attendance at speaker's presentations.

---

(School #10)

Seventh-grade students will demonstrate knowledge of their self-image through the use of psychological type and learn how to apply the strengths of this image (the fit of these components) to the world of work. The rationale being that most teenagers have a fuzzy picture of who they are, what they do best, and what they are capable of doing. The more young people know about themselves, and the more they apply that knowledge to the decisions that lie ahead, the stronger and more successful they will be. Students need to know how their individual differences in abilities, values, and personality type (learning style source) influence career choice.

Expected Student Results:

(1) Students will clarify and strengthen self-image as it applies to career decision-making
(2) Students will recognize their own personality type and how this affects career choice
(3) Students will identify their particular skills and abilities
(4) Students will explore the place of personal values in career goals
(5) Students will learn of career options
(6) Students will demonstrate how understanding personality type, skills, abilities, and values help make wise career decisions
(7) Students will develop a positive self-image

---

(School #11)

### Goals

Students will acquire the basic skills of decision-making, coping skills, and communication skills for personal development. Students will gain career-planning and study skills to further their educational progress for their entrance into the world of work. Emphasis will be focused on building self-esteem which will enable them to deal with peer pressure, stress, and substance abuse situations.

### Expected Student Results

**Target Group:** Third through eighth grade: Each student will acquire and demonstrate competency in specific areas for their grade level. Some areas will overlap into other grades. The third- and fourth-grade "Babes" Program will be presented to these students which is an everyday living-skills plan and substance-abuse program. It is a seven-week program which will be presented once a week by the counselor with a once-a-week follow-up by the teacher.

**Expected Student Outcomes** from the program are as follows:

(1) Name characters and puppets involved in the "Babes" program and know what they stand for
(2) Sing songs and recite poems on how special and important they are to building students' self-esteem
(3) Color characters involved in the unit
(4) Role play the puppets and read the puppets' parts as part of a play and understand its meaning
(5) Put on a play using students as the puppets
(6) Name and define terms such as drug, drug abuse, dependent, co-dependent, addiction, withdrawal, and so forth
(7) Name the physical and emotional dangers of drug abuse
(8) Decide what careers appeal tc them and color the E-WOW form according to their interest

Fifth and sixth grade students will be able to do the following:

(1) List positive attitudes important in building good self-esteem
(2) Define terms honesty, fairness, friendship, responsibility and so forth
(3) Perform practices to help build their self-esteem-emphasis on strength (example: I can do . . .; not I can't)
(4) Write a report about all their good qualities
(5) Answer question sheets after viewing "Liking Me"
(6) Participate in panel discussion on organization
(7) List ways to "get the assignment straight"
(8) Incorporate the study skills program into homework thus increasing test results and knowledge
(9) Perform memory association exercises to increase technique of test taking

Seventh and eighth grade students will be better able to:

(1) List specific techniques to use in dealing with pressures
(2) Name three types of stress and some characteristics of each

| Goals | Expected Student Results |
|---|---|
|  | (3) Improve decision-making skills<br>(4) Complete worksheets and discussions of the stress concept, its physical and emotional outcomes<br>(5) Discuss a problem with another student with similar problems and use problem solving-techniques for a solution; help him or her to understand he or she is not alone<br>(6) Name factors that may lead to suicide<br>(7) Identify sources of help when feeling depressed<br>(8) Enhance self-awareness of career interest<br>(9) Use the JOB-O Dictionary<br>(10) Complete JOB-O *Interest Survey*<br>(11) Understand job descriptions after listening to specific speakers<br>(12) List most common abused drugs<br>(13) Define specific terms associated with drug abuse<br>(14) Complete report on physical dangers of drug abuse<br>(15) Discuss, through group session, effect of proper decision making to make proper choices concerning drug abuse |

---

(School #12)

|  |  |
|---|---|
| Each sixth-grade student will complete *The Personal Skills Map* and will improve his personal awareness and personal skill levels. Each fifth-grade student will complete the E-WOW assessment and will improve his/her self-awareness and knowledge of the world of work. | **Target Group:** Sixth graders. Each student will assess himself/herself using *The Personal Skills Map*. Each will be given a *Personal Development Map* and will gain self-awareness and improve personal skills. Classroom and/or small group guidance sessions will be presented to sixth graders to provide information, support services, and growth opportunities as they develop their personal skills. The program will be evaluated by teacher and counselor observation of student behavior changes and by student's self-assessment.<br>**Target Group:** Fifth graders. Upon completion of E-WOW, each student will explore one job title by following an exploration process in the folder. Folders will be taken home, discussed with parents, signed by parents, and returned to school for future reference. Folders will be returned to students later in the school year. |

---

(School #13)

**Goals**

All students at Claymont Junior High School will become involved in career awareness and interest.

**Expected Student Results**

The students will have an understanding of career awareness/interests and the knowledge of what careers appear to be appropriate to them at the current stage of their lives. The students will continue to use the career-information and awareness materials we have been using only now the program will be expanded. All students will receive the results of the DAT and JOB-O and will be exposed to the evaluation process as it pertains to them. All students will have access to the Career Kinder Program and will have the opportunity for evaluation from the program. All students will be able to express, in written or oral form, where they appear to be "career wise" and what direction they are going (at that time in their lives) at the end of their eighth-grade year.

---

(School #14)

The students will acquire/improve skills in the following areas:

(1) Interpersonal relationships
(2) Self-concept and perception
(3) Work attitudes and habits
(4) Career decision making
(5) Job-related communications and math skills

**Target Group:** Ninth-grade S.B.H. students.

(1) Identify at least two career interests based on the results of the interest inventory
(2) Identify and demonstrate attitudes and behaviors appropriate for work
(3) Demonstrate the use of math and communication skills used in their career interest area
(4) Demonstrate an active interest in their career planning

**Strategies:**

(1) CEPP videotape presentation and follow-up discussions
(2) Guest speaker on the topic of students career interest
(3) Small group discussions on work habits, attitudes, and skills
(4) Use the *Math on the Job* and *English on the Job* series to increase academic skills in career areas
(5) Administer interest inventories
(6) Use *Personal Skill Map* to improve interpersonal relations, self-concept, and self-perception

### (School #15)

**Goals**

Students will demonstrate personal skills in the affective domain.

**Expected Student Results**

(1) Students will learn to assess their present level of personal skills

(2) Students will gain knowledge in how to change inappropriate behavior. *Working with Children At Risk* which includes *Student Personal Skills Map,* is the material which will be used. I chose the material based on the presentation made at the conference. I have several ideas regarding the target group; however, I shall formulate my specific target group after I receive the materials.

---

### (School #16)

The goal of this project is to enhance the existing eighth grade career week. Generally, students will be able to demonstrate a greater knowledge of the world of work and what skills are needed to be successful in the job market. In addition, students will review decision making skills and become cognizant of their own attitudes, interests, and aptitudes with regard to career decisions.

Eighth-grade students will be able to

(1) Demonstrate skills in learning how to approach the job market—specifically with regard to filling out job applications, preparing for a job, and job interview

(2) Identify specific job clusters which are areas of interest to them as surveyed by an interest survey

(3) Identify whether they are at risk of being a drop-out

(4) Identify factors which influence success in the job market (motivation, aptitude, interest and temperament)

The career week already includes the *Ohio Interest Survey*, a shadow day where students spend a day and observe their work. Speakers are available on a career day. A career fair includes a display by students which highlights research done throughout the week.

**Strategies:**

The basic strategies to be used to enhance this program would be to provide more background work before students begin to research jobs. Students need to know what jobs are available, what jobs fit their areas of interest, what skills are needed to be successful in the job market, and what is involved in specific jobs (aptitudes, education, condition and salaries). Students need to be able to assess their own personal qualities, characteristics, aptitudes, and interests. Specific strategies to be added include use of new *Worker Trait Group Guide*, making *Practical Job Skills* preview kit available to classroom teachers and identifying possible dropouts by using the personal skills map and material. Students will also be able to use

| Goals | Expected Student Results |
|---|---|
|  | software to do individual assessments of their interest and personal skills.<br>**Evidence:**<br>Evidence that goals have been met will be results of teacher tests and observations and by questionnaire to be administered by counselor at the end of career week. |
|  | (School #17) |
| To update an existing program where seventh- and eighth-grade students will be knowledgeable about the various characteristics unique to the world of work. | Seventh- and Eighth-grade students will:<br>(1) Demonstrate the 12 career clusters through various interest surveys using the WTG and interest surveys<br>(2) Exhibit various steps in securing information through a career search using the WTG<br>(3) Exhibit attitudes, values, and interests, and their relationship to choices of career through various inventories and autobiography (work) from Meridian (CEPP) VHS videotapes<br>List the steps and values needed in the process for preparing for a career such as education, experience, and building of skills using the WTG. Parents will demonstrate how parents and individuals' attitudes, values, and interests affect the son's or daughter's choice as to career, using the videotape *Your Future* (CEPP). |
|  | (School #18) |
| Each seventh-grade student will<br>(1) Expand his knowledge of careers<br>(2) Develop a positive attitude towards the world of work<br>Each eighth-grade student will<br>(1) Participate in decision making activities which will relate to world of work<br>(2) Participate in a career day<br>(3) Participate in selection of course offerings for high school scheduling | Seventh-grade students will<br>(1) Identify a career which relates to their own personal interests, goals, and expectations<br>(2) Show a greater competency in career awareness<br>Eighth grade students will<br>(1) Identify careers in which they presently have interests<br>(2) Select appropriate high school course offerings with help from counselors and parents |

(School #19)

### Goals

The eighth-grade students in my two week career unit will gain new knowledge, attitudes, and skills in relation to career planning appropriate to this group's age and experience.

### Expected Student Results

**Target Group:** All eighth grade students in English classes including DH unit.

Behavior Expected:

(1) Students will become aware of their values, abilities, aptitudes, interests, and attitudes as they relate to career choices

(2) Students will become aware of their career preparation options

(3) Students will become aware of a decision-making methodology and considerations involved (parental influence, sexist viewpoints, paradigm paralysis

(4) Students will become aware of steps involved in finding and successfully landing a job

(5) Students will become aware of the correct form for writing a business letter which could be used to request an application or a personal interview

**Strategies:**

(1) For values intend to purchase *Careers and Values, Understanding the Choices* (CA) or similar to introduce with various clarification exercises I already have access to. For aptitudes, ordered temperaments and aptitudes videos from Meridian. Also ordered *Me and Jobs* work-a-text (CA). For interests, ordered COPS-II *Intermediate Inventory.*

(2) Intend to purchase *Prepare Yourself: Alternatives after High School* (CA) and attack with an improved version of last year's career day (speakers representing different options).

(3) Ordered *Transitions 4—Needs, Goals, and Expectations* (A6S) for discussion along with *A Woman's Place* (Wintergreen). Also ordered *The Family Career Connection* and *Private Rules in Career Decision Making* (NCRVE) as background information to use with previously established decision-making process used in current unit.

(4) Speaker from a local employment agency discusses searching for job openings, filling out an application, the interview, impressions, etc. Use filmstrips of good interviews, sample applications and ordered *Discover Yourself, Discover a Job Chart* (CFKR). Also have speakers on career day who hire eighth-graders locally in the summer.

(5) Use material already in English textbook plus ordered *Letterwriter for Job Seekers* (CFKR)

| Goals | Expected Student Results |
|---|---|
| | **Evidence:**<br>(1) Discussion and perhaps written *What Have You Discovered?* papers<br>(2) Follow-up questionnaire or extra credit for going to visit one of the options and writing up a report or giving an oral report<br>(3) Students will follow decision-making process on own for homework credit<br>(4) Test on factual material gleaned from speaker, F/S, and lecture<br>(5) Graded business-letter assignment |
| (School #20) | |
| All eighth grade students will acquire and demonstrate knowledge of the career decision-making process. | Students will be able to<br>(1) Demonstrate knowledge of academic and vocational programs available for individual career development within the school system<br>(2) Identify tentative life and career goals<br>(3) Use career resource materials to research personal career choices<br>**Strategies:**<br>Each student will be involved in four group sessions encompassing presentations and an evaluation. Knowledge will be measured by completion of a "career survey" form. |
| (School #21) | |
| Students will explore their career interests and careers that match those interests. | Students will develop an awareness of their interests in working with people, data, things. Students will explore careers that match their interests. Students will choose three careers to explore further through a school career day with presenters from the world of work. Materials used will include the CEPP materials |
| (School #22) | |
| All eighth-grade students will have the opportunity to acquire and demonstrate needed competencies to develop a career plan which relates to their vocational and educational interest. From this career | Students will be able to<br>(1) Identify personal characteristics vocational and occupational interest<br>(2) Acquire an understanding of the relationship between achievement, educational interest, and |

| Goals | Expected Student Results |
|---|---|
| plan each student will develop a projected four-year educational plan to be used as a guide in scheduling for high school. | vocational interest in selecting a career<br>(3) Identify careers which relate to their own personal interests, goals, and relate these to their own capabilities and limitations<br>(4) Develop an educational plan for high school that is congruent with their educational achievement and career interest<br>(5) Have the opportunity to survey occupations within the community in which they live |

(School #23)

| | |
|---|---|
| Seventh- and eighth-grade students will,<br>(1) Gain insight into self and others' awareness and the importance of interaction skills<br>(2) Exhibit increased skills in study habits and know the relationship between academic success and employment success<br>(3) Become increasingly aware of the world of work, possible career choices, and career possibilities for themselves | Seventh grade:<br>(1) An increased awareness of self and others and the relationship of that to potential employment success (Material: *Skills for Adolescence,* Quest)<br>(2) Increased academic success and an understanding of the relationship of that to potential employment success (Material: *Study Skills* and *Job Success* Video, CFKR; and *Study Skills Curriculum,* Sunburst)<br>(3) JOB-O interest survey will enable students to become more self-aware and thereby more skilled in early stages of career area choice<br>Eighth grade:<br>(1) Continuation of Quest training<br>(2) Interest survey and ability survey, CAPS and COPS: Students will increase awareness of self as related to possible employment opportunity and success<br>(3) Intervention—individual help in area of study skills for students who exhibit a need<br>(4) Continuation of OCIS (with classroom assignment) will enable student to expand knowledge of world of work potential and opportunity relative to their own unique interests |

(School #24)

| | |
|---|---|
| Each-eighth grade student will be able to demonstrate personal and social competencies necessary for the work place:<br>(1) Cooperating with other people in a positive manner<br>(2) Communicating well with others | Each student will be able to:<br>(1) Work on small-group career bulletin boards and speaker day projects together and demonstrate a spirit of cooperation, good communications skills, conflict-management skills, decision-making, and problem solving |

| Goals | Expected Student Results |
|---|---|
| (3) Managing conflicts with assertiveness skills<br>Each student will demonstrate skills necessary for them to build a career for him/herself by<br>(1) Gathering information about careers<br>(2) Identifying options open to him/her<br>(3) Planning for education in support of the choices | (2) Make a personal plan folder for him/herself with a high school course plan, OCIS information about career and educational plans incorporating his/her interests and goals and taking into account his/her limitations and abilities |
| (School #25) | |
| The overall project will be to establish a middle school program encompassing the area of career awareness. | **Target Group:** All eighth grade students will demonstrate a knowledge of their career awareness by submitting an educational plan for high school. |
| (School #26) | |
| To establish a competency-based seventh-grade guidance program focusing on the areas of study skills and building a positive self-concept. The seventh graders will<br>(1) Develop increased competencies in study skills<br>(2) Learn to better understand and appreciate themselves in terms of their own personality characteristics | **Target Group:** Seventh Graders. The seventh grade students will be able to<br>(1) Identify, in written or oral form, study skills useful to their academic success. The strategy will be to have a study skills unit taught by the seventh-grade reading teacher<br>(2) Identify different personality characteristics<br>(3) Discuss or write about their own personal qualities<br>The strategy for items two and three will be for the counselor and the seventh grade health teacher to team teach a unit on personality in health class. |
| (School #27) | |
| The middle school guidance program will be expanded to cover the following areas: sixth grade—study skills and test-taking skills; seventh grade—decision making skills and drug and alcohol abuse knowledge; eighth grade—review of decision making skills, career awareness, and preparation for high school course selections. | All sixth-grade students will demonstrate competency in the areas of study skills and test-taking skills by the end of the school year. All seventh-grade students will develop the ability to make healthy decisions and an awareness of alcohol and drug abuse information. All eighth-grade students will show a continued mastery of decision-making skills, knowledge of career options, and be prepared to select high school courses. |

(School #28)

### Goals

By the end of the sixth-grade year students will increase their knowledge of themselves. They will participate in a self-evaluation process and use this information to explore career clusters that fit this information. A career notebook will be kept and a presentation will be given to a small group of students.

### Expected Student Results

**Target Group:** Sixth Grade Students:

(1) All sixth-grade students will at the end of the sixth grade demonstrate competency in using the *Career Finder* computer program with the *Occupational Outlook Handbook*. Each student will answer questions about himself to find his/her low and high interests. Students will read from the handbook career clusters that coordinate with his/her interests.

(2) Each student will keep a career folder. In this folder will be a printout of his/her answers to the *Career Finder* program and a printout (using the *Bank Sheet Writer Plus*) of his/her reactions to the articles and career clusters found in the *Occupatonal Outlook Handbook*.

(3) Each student will report to a small group the results of the knowledge he has gained about himself/herself. (Example: I have found that I scored high in the areas of transportation, law, education, and low in the areas of tourism, industry, and commerce. The career cluster that I seem to be interested in is[are] transporation. I have found that this cluster does or doesn't fit me because of tourism.)

---

(School #29)

Students will develop competencies in the various aspects of study skills, develop and enhance self-esteem, and begin to focus upon specific occupations within the world of work.

By May 1, 1989, students in grade seven will demonstrate competency in study-skills areas such as note-taking, assignment completion, textbook utilization, and test-taking through the utilization of multi-media presentations and classroom presentations. These students will also develop an understanding of self-concept and its relationship to self-esteem as identified in special programs within the school curriculum and auxiliary to it. Through the use of a computerized career system, these students will begin to focus upon specific career areas and submit a "mini" project as evidence of their completion of the above activity.

---

(School #30)

**Goals**

All seventh graders will acquire and demonstrate knowledge and skill competence in

(1) Using effective learning skills.
(2) Identifying their own learning styles.
(3) Identifying career clusters that relate to their current interests.

**Expected Student Results**

(1) Students will be able to use study skills materials related to note-taking, outlining organization of assignments and ideas, test-taking, and following directions. Teachers will design learning and study units specifically geared to the seventh grader to enhance learning in each teaching field.
(2) Counselor will inventory all seventh graders to determine each child's learning style; will demonstrate to students methods each student will use to maximize learning.
(3) Students will acquire skills to choose and explore career clusters based on their expressed interests by using the *Worker Trait Group Guide* and the *Occupational Outlook Handbook*.

---

(School #31)

All seventh graders will examine their career interests and will begin to relate their interests to career clusters.

All seventh graders will identify three interest areas by:

(1) Completing a JOB-O *Interest Inventory* and self-score it in small classroom groups.
(2) Completing the JOB-O folder activities related to job clusters using the JOB-O dictionary to identify the cluster of their three main interest areas.
(3) Using classroom discussion and job interest charts to expand their knowledge of job clusters.

**Strategies:**
Activities will be conducted in the regular second semester group guidance course by the counselors. All seventh graders will attend. Evaluation will be based on the completed JOB-O materials, through verbal discussion and a written student evaluation.

---

(School #32)

The students will have a better understanding of themselves, how their interests relate to career clusters, related work activities, curriculum areas, and areas of skills and aptitudes with a goal of developing a printout of his or her potential career choices.

**Target Groups:** All eighth-grade students and all fifth-grade students:

**Expected Student Results**

Eighth grade:

(1) Increased self-awareness
(2) Explore career clusters related to interests
(3) Expand decision-making skills
(4) Identify possible career choices

| Goals | Expected Student Results |
|---|---|
|  | (5) Research three careers using the DOT and the OOH.<br>(6) Submit a written research paper<br>Fifth grade:<br>(1) Increased self-awareness<br>(2) Explore career clusters related to interests<br>(3) Expand decision-making skills<br>(4) Identify possible career choices |
| (School #33) |  |
| This program will include grades seven and eight. I would like for all of the students to become more aware of their goals, abilities, and interests. This information should help them make better career choices. | (1) The students should be able to identify their interests, abilities, and develop career goals from the information that is given to them.<br>(2) The students should be more knowledgeable of job information and the job market.<br>(3) The students should be more aware of their appearance and grooming skills for job search.<br>(4) The students should be able to write job applications and participate in job interviews. |
| (School #34) |  |
| Each seventh- and eighth-grade student will acquire and be able to demonstrate competencies in the following areas:<br>(1) Career awareness<br>(2) Study skills<br>(3) Positive self-concept and effective interpersonal relationships | **Expected Results:** Seventh- and eighth-grade students.<br>(1) Student ability to identify careers as related to personal qualities of students<br>(2) Overview of skills needed in obtaining job and developing a successful career<br>(3) Understanding of self-concept and effective strategies in building positive self-esteem<br>(4) Effective strategies in promoting positive interpersonal relationships equals improved interpersonal relationships<br>(5) Effective study-skill strategies equals improved study habits which equals improved academic performance<br>**Strategies:**<br>All integrated into curriculum for teacher/classroom reinforcement:<br>(1) Use of comprehensive student needs survey<br>(2) Career-interest assessment (coordinated with Willoughby Career Center)<br>(3) Study-skills assessment<br>(4) Self-concept assessment<br>(5) Grade level—small-group techniques—individual techniques in developing findings in #1-4<br>(6) Coordinate teacher lesson plans |

| Goals | Expected Student Results |
|---|---|
|  | **Evaluation:**<br>(1) Teacher/classroom progression-written unit test<br>(2) End of year student survey<br>(3) End of year teacher survey<br>(4) Final guidance report |

---

(School #35)

| | |
|---|---|
| Middle school students will become more aware and knowledgeable of their own personal interests and abilities and how they relate to careers. They will continue to develop interpersonal, decision-making skills essential for success in careers. They will learn about and explore a variety of careers. | Fifth-grade students will gain in knowledge of careers in clusters.<br>**Strategy:**<br>In group process, students will prepare the kits as described in *Work Windows*.<br>**Evaluation:**<br>Completed kits and observation, group discussion. Sixth-grade students will acquire knowledge of their own personal interests and how they relate to careers.<br>**Strategy:**<br>Have students complete JOB-O-E, self-score, and use JOB-O Dictionary to increase awareness of careers related to their interests.<br>**Evaluation:**<br>Completed assessments, journal entry. Seventh-grade students, through participation in the Quest program, will increase their awareness of their uniqueness and interests. They will learn interpersonal, decision making, and goal-setting skills during the course.<br>**Strategy:**<br>The Quest curriculum provides the strategies including group projects, service projects, role play, audio-visuals, and discussion.<br>**Evaluation:**<br>Completed group projects, journal entries, quizzes, and demonstrations observed. Eighth-grade students will gain in knowledge of selves, interests, and abilities, and how they relate to career clusters.<br>**Strategy:**<br>Administer the JOB-O and have students self-score and research careers.<br>**Evaluation:**<br>Assessment completed, research results handed in or presented. |

---

(School #36)

| Goals | Expected Student Results |
|---|---|
| Students will acquire skills for developing a positive self-concept, study skills, and career awareness. | Students will demonstrate a greater competency in one to three areas of their choosing either in self-concept, study skills, or career awareness. Through a series of classroom guidance activities (counselor/-teacher cooperation), the students will be helped in examining their skills in each of the areas. The end result will be the student demonstrating learning by greater skills in self-concept, study skills, and career awareness, through small group, class discussion, tapes, and written activities. |

---

(School #37)

| | |
|---|---|
| Eighth grade students will acquire skills to demonstrate competencies in:<br>(1) Knowledge of careers to aid in career planning and transition into high school<br>(2) Developing a positive self-image through respect of self and others<br>(3) Developing study skills which can further enhance their educational progress | The students will<br>(1) List several careers of interest found from using JOB-O packet—these careers will be researched throughout the year for further interest<br>(2) List classes to be taken in high school based on present career choices and interests<br>(3) Demonstrate a more positive self-image by taking responsibility in both their classwork and behavior<br>(4) Show improvement by year end in their math notebook—the note-taking skills will be developed in their study skills |

---

(School #38)

| | |
|---|---|
| Sixth-grade students will develop competencies in study skills and will explore and acquire knowledge about the world of work through self-awareness activities. Seventh-grade students will make a self-evaluation and explore the world of work as it relates to their interests and abilities. Eighth-grade students will be made aware of their career interests and aptitudes and demonstrate relevant decision making of high school course offerings correlated to their selected careers. | Sixth-grade students will demonstrate their competencies in listening skills, various methods of studying, and test-taking. Study skill units such as *Study Skills for Success* (Sunburst Communications), *Listening Skills* (Welsh Publishers), *Study Skills* (NASSP), and *Test Taking Skills* (Riverside Publishers) will be utilized by sixth-grade language arts and math teachers. Assessment of these skills will be measured by a teacher-made instrument which will allow the students and the teachers to evaluate proficiency in the various areas. Sixth-grade students will be engaged in activities of JOB-O-E which will promote job-group awareness, and the students will participate in related activities which will increase their self-awareness. Seventh-grade students, during the computer literacy course, will use the *Career Find* program to input their self-evaluation and receive an output of occupations |

| Goals | Expected Student Results |
|---|---|
| | which match their profile and needs. With the OOH as reference and other library resources, the English teachers will have language arts projects in which students will demonstrate their competencies in using career information. Each student's personalized career information printout will be shared with parents. Eighth grade students will become more aware of their individual interests and abilities and explore occupations consistent with their increased awareness. They will obtain career guidance and information on a personalized basis from ACT's *Discover* computerized program. They will be able to effectively plan their high school academic program. Parent involvement will be encouraged. |
| (School #39) | |
| Each seventh grade student will:<br>(1) Become familiar with the DOT and OOH<br>(2) Gain knowledge matching personality types with career types<br>(3) Discover a whole new world of occupational choices<br>(4) Begin skill development | **Target Group:** Seventh-grade students (groups of 25) will<br>(1) Display knowledge using the DOT and OOH<br>(2) Know if they share the same interests as people the occupations chosen from the program *Career Finder*<br>(3) Gain an awareness certain jobs fit personalities and dispositions of certain people |
| (School #40) | |
| Each student in the fifth grade will become more aware of his own special qualities, interests, and aspirations leading him toward some career-related research projects. The inventory purchased through NCRVE will be one of the tools used for students to sort out their preferences and the *Children's Dictionary of Occupations* will further fill in the information needed to check into various careers. | I will target fifth-grade students and will expect each student to learn more about his job-related preferences and skills needed to perform those jobs. The students will take the E-WOW in the fall and will use the *Children's Dictionary of Occupations* to check into those careers in which they show special interest. They will interview someone currently working in one of the chosen fields; present findings to the class in a written and oral report. |
| (School #41) | |
| All eighth-grade students at the middle school will acquire and demonstrate competencies in career exploration; that is, planning and preparing for a career in the world of work. | **Target Group:** All eighth-grade students. At the end of their eighth-grade year students will demonstrate greater competencies in developing an individual career plan or profile that must include:<br>(1) High school course selections |

**Goals**

**Expected Student Results**

(2) Tentative career goals
(3) Ways to reach those goals by using personal and career information

**Strategies:**

All eighth-grade students will be attending. The basic strategy will be the use of the guidance counselor and the classroom social studies teacher. All topics will be based on the expected results, such as the following:

(1) High school curriculum guide
(2) *Worker Trait Group Guide*
(3) Materials received at this conference
(4) Career day

There will be four group sessions and one evaluation session scheduled.

**Evaluation:**

Will be based on the student profiles which must include

(1) Selection of high school courses as they relate to careers
(2) Tentative course goals
(3) Ways of reaching those goals

---

(School #42)

Students will acquire the study skills necessary for them to be successful in school. They will be able to handle their responsibilities without stress and will feel good about themselves. When they complete the eighth grade, they will be knowledgeable about careers and how to prepare for them.

(1) Students will demonstrate greater competency in such study skills as note-taking, listening, learning from a textbook, and test taking.
(2) Students will learn how to deal with tension producing situations in their lives.
(3) Students will discover their strengths and develop self-esteem.
(4) Students will gain a better understanding of themselves and the type of careers for which they are best suited.
(5) Students will learn about the attitudes and skills needed for jobs.

**Strategies:**

Beginning in grade six I will make certain that students have the academic and personal-social skills they need to be successful in school. I will conduct *How to Study* units in sixth-grade classes using filmstrips I already have. In the seventh grade, I will use Meridian's *Learning from a Textbook* filmstrips. Sunburst's filmstrips on self-esteem and managing stress will be used to help students become better adjusted. I will continue to make certain that all students receive recognition for any successes they have. In the eighth grade,

| Goals | Expected Student Results |
|---|---|
|  | there will be a year-long career awareness program. I will use the career-exploration program that is established in the Columbus middle schools and supplement it with materials I've ordered from Career Materials, Inc. I will also arrange for students to visit Columbus' career centers and will have career days for all grade levels. |
| (School #43) |  |
| Each tenth grade student will acquire and be able to demonstrate competencies in the following areas:<br>(1) Knowledge of self in the areas of interest, aptitudes, skills<br>(2) Knowledge of the world of work with respect to knowing information on job clusters and specific job information for various careers in regard to nature of work, education-training, working conditions, income, job outlook, and related occupations<br>(3) Develop a positive attitude toward work | At the completion of this project, each student will be able to<br>(1) Define terms related to careeer information such as interests, aptitudes, skills<br>(2) List several personal strengths in the areas of interests, aptitudes, skills<br>(3) List job cluster(s) that relate to these individual interests, aptitudes, skills<br>(4) List one to five specific jobs from clusters that would be appropriate for self<br>(5) List general and specific career information as stated in #2 above |
| (School #44) |  |
| All middle school students will increase their knowledge of the world of work and their personal characteristics that relate to various jobs. Eighth grade students will use this knowledge of career research skills to improve high school course selection. | All students will explore careers and work-related concepts with the help of their teachers and guidance counselor using a variety of media including computers, videos, and worksheets. Eighth grade students will be able to:<br>(1) Identify careers that relate to their interests, abilities, values, and goals<br>(2) Demonstrate knowledge of course offerings and career training available at the county joint vocational school and the regular high school<br>(3) Choose a tentative career and complete a research report using career reference material<br>(4) Develop an educational plan for their career goal with their parents' participation |

(School #45)

### Goals

Each student in the seventh grade will be able to
(1) Identify their own career cluster interest group
(2) Develop a career life goal chart mapping out educational and career planning for their future
(3) Learn their own learning styles
(4) Shadow a professional and write a journal about this experience by following a person in their career cluster area
(5) Work with OCIS computer and Wintergreen computer systems on a team planning system

### Expected Student Results

**Target Groups:** Seventh-grade teams include all seventh graders, counselor, and all academic teachers.
(1) Each seventh grader will list and identify his or her personal interests and career interests.
(2) Students will be able to identify their strongest and weakest learning styles.
(3) Students will work and identify a career cluster area that matches their interest areas.
(4) Students will be able to set up and investigate a career-cluster area, identifying careers, levels of education, and training needed.
(5) Students will be able to shadow and interact with people in similar areas of career interest clusters.
(6) Students will be able to chronicle these experiences in a journal.

---

(School #46)

Junior high students will be able to acquire competencies in the areas of study skills, self-awareness, and career awareness. The students will demonstrate an understanding of their own abilities, aptitudes, and interests, and relate them to their own career and personal goals.

The students will be able to
(1) Identify their interests by expressing them from their own personal knowledge and by surveying their interests through the use of validated instruments
(2) Identify careers that relate to their interests, abilities, and goals
(3) Be knowledgeable about three careers
(4) Apply note-taking, study, and listening skills

Four sessions will be held with each grade level and class. The fifth session will be used to evaluate the program and for self-evaluations.

---

(School #47)

The overall goal of the project will be to establish a junior high program which will encompass the areas of study skills, decision making, personal skills for students at risk, and general career awareness. General goals are as follows:
(1) To help seventh graders improve all areas of study skills
(2) To give specific help to students at risk

**Target Group:** Seventh graders will become more competent in at least two areas of study skills—testing skills, listening skills, note taking, and so forth. It is to be expected that teachers would observe improvement. Small groups could be formed for those with special problems. Eighth graders will become more efficient decision makers. Harrington-O'Shea will be administered. This can act as a springboard to enable students to demonstrate an awareness of career-decision planning, and an increased awareness and

| Goals | Expected Student Results |
|---|---|
| (3) To help eighth graders make better decisions for living as a result of career exploration | knowledge of the world of work. This will enable students to work both individually and in small groups with "at risk" students to help them to better exist in the school and in the world. |
| (School #48) | |
| Each seventh grader will acquire and be able to demonstrate competencies in the following areas:<br>(1) Knowledge of self<br>(2) Job exploration<br>(3) decision-making<br>Each eighth grader will acquire and be able to demonstrate competencies in the following areas:<br>(1) Knowledge of self<br>(2) Job exploration<br>(3) Decision making<br>(4) Educational and career planning | Students will be able to<br>(1) Identify personal interest areas through the use of the interest inventory<br>(2) Become familiar with the decision-making process and demonstrate the ability to use it<br>(3) Become knowledgeable about careers and list at least three that they have interest in<br>(4) Demonstrate increased knowledge of the relationship between career interests and educational planning<br>(5) Make tentative career choices based on their interests, individual abilities, and values |
| (School #49) | |
| Seventh and eighth graders will acquire and understand career options open to them based on their present career development. Students will be able to select class choices based on their career choices. | **Target Group:** Seventh and eighth graders. Behavior expected—students will identify their interest area and relate them to job clusters.<br>**Strategies:**<br>JOB-O and COPS career interest surveys used, identify jobs that have likes and identification of jobs that are not most like them.<br>**Results:**<br>Students will be able to identify personal interests and relate to a specific career. Seventh graders will use the *Worker Trait Group Guide* in identifying a thorough description of their highest career interest. Students will be able to schedule high school classes based on career choices. |
| (School #50) | |
| Students will gain knowledge of their own interests and how those interests relate to the world of work. Students will be able to use the available career resources for further career exploration. | (1) Fifth grade students will be able to identify the relationship of interests to career choices. They will be able to name three careers that match with their interests as shown on the E-WOW.<br>(2) Seventh-grade students will be able to name three careers that match their interests as shown |

| Goals | Expected Student Results |
|---|---|
|  | on JOB-O. Students will also demonstrate use of the JOB-O Dictionary in exploration of careers. |
| (School #51) |  |
| I will be working with "at risk" students in sixth and seventh grade. With these students, the goal will be to encompass the areas of study skills, behavior and self concepts/self esteem. The general goal is to help students develop competencies in the personal skills development area—develop and enhance selfesteem through concrete skill building. | **Target Group:** At-risk students (referred by assistant principal and teachers). These students will, by the end of the school year, demonstrate greater competency in target areas mentioned under goals. Objectives would be to possess a greater sense of self-concept and reduce their level of stress. If successful—since these are usually discipline problems—the overall climate of the school should be affected in a positive way. |
| (School #52) |  |
| (1) All eighth-grade students will acquire and demonstrate competencies in selecting and planning for a career that relates to their interests.<br>(2) All ninth grade students will acquire and demonstrate competencies in selecting and planning for a career that relates to both their interests and aptitudes.<br>(3) Eighth- and ninth-grade students will make better course selections for their next year's classes as a result of better awareness of career interests. | (1) Students will learn about personal interests through the use of the *Career Finder*.<br>(2) Students will examine occupations to see how they relate to their interests.<br>(3) Students will examine three career selections in detail by using the *Occupational Outlook Handbook*, Chronicle Guidance materials, and the OCIS.<br>(4) Students will learn how educational preparation relates to occupational choices.<br>(5) Ninth-grade students will take the GATB and learn more about their aptitudes through test interpretation and will also become familiar with the Worker Trait Group Guide.<br>**Strategies:**<br>Group sessions will be conducted in eighth-grade English and reading classes using the *Career Finder* and other occupational materials. This will lead to students selecting courses for ninth grade based on tentative career and educational plans. Since the *Career Finder* was not available for me to use with last year's eighth graders, I will attempt to allow each ninth-grade student to use it before taking the GATB. Group sessions will be conducted in English and social studies classes. |

(School #53)

### Goals

This guidance project will encompass grades six, seven, and eight. Students will acquire and demonstrate competencies in the following areas:

(1) Interpersonal communication skills
(2) Knowledge of the practical application of school subjects with career opportunities
(3) Identification of their own interest clusters and a proficiency in exploring career areas pertaining to those clusters
(4) Knowledge of study skills for academic improvement and time-management skills in relationship to future career applications.

### Expected Student Results

Sixth-grade students will demonstrate a proficiency in

(1) Identifying their personal behavior traits and how those traits (actions) affect not only themselves but others
(2) Recognizing their own individual differences and those of others
(3) Identifying their own special abilities and aptitudes, and how to make the best use of them
(4) Recognizing their aptitudes and attitudes and their effect on social and career choices
(5) Understanding how to establish a goal and develop a plan of action to accomplish that goal

Seventh-grade students will develop a proficiency in

(1) Recognizing the relationship of school subjects to planning their future endeavors
(2) Establishing a weekly study schedule
(3) Previewing, questioning, processing, and summarizing subject-area content
(4) Improving their test-taking skills by applying their daily study skills to the overall outcome
(5) Understanding their achievement and ability levels and how they can utilize and process information for establishing goals and making knowledgeable choices for improving school progress

Eighth-grade students will demonstrate a proficiency in:

(1) Identifying and defining an interest cluster
(2) Understanding how to use DOT and OOH
(3) Understanding how to explore an interest cluster as a career search
(4) Relating their interests, academic performance, school attendance, time-management skills, and work habits to a particular career area
(5) Recognizing the difference between attitude and aptitude
(6) Understanding the relationship between career planning and high school scheduling

**Strategies:**

The strategies that I will employ in completing this guidance project are to utilize both large- and small-group presentations with all three grade levels. Students will have access to computer-generated materials for both study skills and career exploration. I will also meet with parents concerning the importance of choosing correct school subjects for both job and academic preparation. Students will be evaluated by study-skill surveys, interest surveys, career-exploration project, and parent-evaluation forms.

(School #54)

**Goals**

The program will be established for a junior high school, including the areas of study skills, self-concept, and career awareness. The goal is for students to develop competencies in the area of study skills (seventh grade), positive self-concept (eighth grade), and career awareness (ninth grade).

**Expected Student Results**

Seventh-grade students will be able to
(1) Organize for study
(2) Take notes
(3) Organize and study for tests
(4) Organize homework

Eighth-grade students will be able to:
(1) Understand and discuss communications and problem-solving skills
(2) Discuss the importance of openness and trust
(3) Identify verbal and non-verbal communication of feelings
(4) Develop and identify needs, goals, and expectations

Ninth-grade students will be able to:
(1) Complete an interest inventory by using *Career Finder*
(2) Identify ideas of career interests by using *Career Finder*
(3) Participate in follow-up career activities based on information gathered by *Career Finder*

---

(School #55)

(1) The seventh-grade students will increase their study skills and test-taking skills.
(2) The eighth-grade students will increase their knowledge of careers and the world of work.

**Target Group:** Seventh- and eighth-grade students' behaviors and evaluation:

(1) The seventh-grade students will be able to choose study habits which reflect their learning styles.

**Evaluation:**
Learning style surveys, and computer disk, worksheets, class assignments.

(2) The seventh grade students will be able to demonstrate test-taking strategies.

**Evaluation:**
Class assignments, teacher-made tests, use of pretest and posttests.

(3) The eighth-grade students increase their knowledge of the world of work.

**Evaluation:**
Class projects, reports, discussions, JOB-O worksheets.

**Strategies:**
The seventh-grade students will participate in classroom lessons and discussions on study habits and test-taking

| Goals | Expected Student Results |
|---|---|
| | skills. They will also use the purchased computer disk and available learning-style inventories. The eighth graders will participate in classroom discussions on the world of work. Classroom teachers will be asked to discuss with their students careers in their fields. The students will use JOB-O, COIN, and OCIS to determine career interests and locate more information on desired career options. These activities will help the student make knowledgeable decisions concerning high school courses. |
| (School #56) | |
| Each eighth-grade student will select ninth-grade subjects based on a four-year educational plan which has been developed from information gained through an exploration of the world of work. | (1) Students will demonstrate a knowledge of the world of work through a process involving an understanding of their individual characteristics which has been gained through the use of various testing instruments, GATB, CTBS, OCIS, and *Career Finder*.<br>(2) Using the information gained, each student will develop a career profile.<br>(3) Using the career profile, the student will develop an educational plan which will assist him in making his specific high school subject choices.<br>(4) All of this information will be kept in a student/-guidance/career folder and will be available to parents. |
| (School #57) | |
| The students in grade nine will develop a better understanding of career interests and elements of career choice. In addition, students will develop a self-awareness to include school subjects that relate to career choices. Emphasis throughout the program will be placed on information processing. Students will learn to develop discriminating strategies that will assist them in the understanding of career choices as their interests and/or skills develop and change. | (1) Each student will identify personal career and occupational interests, aptitudes, and talents.<br>(2) Students will demonstrate the ability to use various occupational resources (e.g., OOH, Chronicle Guidance files, and computer career programs including OCIS).<br>(3) Students will be able to list a group of careers that are similar to their interests.<br>(4) Students will be able to list the subjects they would take in high school that are related to specific career interests. |

(School #58)

**Goals**

To establish a program for "at-risk" seventh- and eighth-grade students that will enable them to demonstrate competencies in the areas of academic achievement, self esteem, interpersonal awareness, and general career awareness with respect to the world of work.

**Expected Student Results**

Students will be able to
(1) Demonstrate academic achievement by improvement in test scores and grades
(2) Discuss the importance of self-esteem
(3) Demonstrate how they are liked by others (interpersonal awareness)
(4) Identify careers relating to their interests and how they fit in with the world of work

**Strategies:**
Interim reports and bi-monthly progress reports submitted by teachers. Pretests to establish weak areas and career interests.

---

(School #59)

Sixth grade:
(1) To know the steps in decision making
(2) To apply decision-making process to problematic education, career, social, and emotional areas
(3) To understand how values differ in people and how they influence decisions

Seventh grade:
(1) To explore the world of work
(2) To become aware of career materials in guidance office and library

Eighth grade:
(1) To become aware of one's interests and how they relate to career choices
(2) To further understand the world of work
(3) To examine career goals and how one prepares academically to try to reach those goals

Sixth-grade students will be ble to apply the decision-making process when faced with a conflict or problem.
(1) Students will be able to list steps in the decision-making process.
(2) Students will be able to state three values they try to live by.
(3) Students will be able to verbalize that others have different values and conflicts may arise.

Seventh grade:
(1) Students will be able to identify various occupational clusters.
(2) Students will be able to name three jobs in at least half of the clusters.

Eighth grade:
(1) Each student will be able to identify interest areas.
(2) Students will be able to identify two career clusters that match their expressed career interests.
(3) Students will be able to choose high school courses as they are related to career goals.

---

(School #60)

The overall goal of the project will be to establish and implement a written, comprehensive plan of career education for the eighth-grade population. The student will identify career-cluster choices and be able to demonstrate knowledge pertaining to these choices. The student will

As a result of having participated in the career education program, the eighth-grade student will:
(1) Become aware of the diverse career opportunities within the local school system
(2) Develop a respect for all types of work
(3) Establish a positive attitude regarding the district vocational school

**Goals**

establish high school priorities using these clusters. The student will develop a respect for all types of work, and the educational pursuits necessary to enter these work fields.

**Expected Student Results**

(4) Identify his/her choice of career cluster
(5) Utilize the career center materials to explore their career choices
(6) Recognize the relationship between current subject matter and careers
(7) Make scheduling choices based upon long-range career goals

**Strategies:**

Begin by involving as many support people as possible. The students will become knowledgeable concerning the variety of people and careers existing within the local school district. They will learn or become aware of their career interests. They will choose a career to study and make a written or oral presentation on this career, thus demonstrating an increased knowledge in this area. They will hear presentations by community members/parents in reference to their careers. They will make a visit to the district vocational school. At the end of the year they will map out and plan their high school classes. Ongoing evaluation will be done by the program manager. Written evaluations in the form of a questionnaire will be completed by the students. Written evaluation forms will also be completed by the building staff and faculty.

---

(School #61)

The main goal is to improve students' social skills and increase their awareness of the world of work. Sub-goals are to increase awareness of self and to develop an appreciation of individual talents. It is also expected that the project will enrich the students' listening skills as well as increase their ability to follow directions.

**Target Group:** Fourth, fifth, and sixth graders.

**Expected Behaviors:**

(1) Students will apply proper social skills in real life settings
(2) Students will become active listeners
(3) Students will become comfortable with initiating and continuing a conversation
(4) Students will be able to give and accept criticism
(5) Students will learn how to accept yes and no
(6) Students will begin to develop an understanding of the relationships that exist between their interests and future career possibilities

**Strategies:**

The fourth- and fifth-grade groups will participate in discussions, select preferred jobs within job groups, and explore one job title by following an exploration process in the folder. The sixth-grade group will memorize skill steps, role-play, emote feelings, and do self-evaluations.

**Evaluation:**

Evidence will be based on written work and oral participation.

---

(School #62)

**Goals**

The goal of this project is to have all students at Northwest Intermediate, regardless of developmental level, acquire and demonstrate the necessary knowledge of the world of work and the skills they need to make the responsible decisions surrounding work.

**Expected Student Results**

All seventh-grade students will be able to demonstrate the following:

(1) The ability to use a decision-making model
(2) A general knowledge of the world of work

All special education students will be able to demonstrate a knowledge of

(1) Realistic occupational goals
(2) Skills necessary to get and keep a job

All eighth-grade students will be able to demonstrate

(1) Specific knowledge of at least three occupations
(2) An understanding of the cluster approach to job classification
(3) An increased awareness of the career search process

---

(School #63)

The goal of this project will be to establish a program at the middle school level that encompasses the areas of study skills, coping skills, self-concept, and career awareness. The general goal is to enable student competencies in the area of study skills (grade five), develop greater coping skills, and gain a greater self-concept (grade six); and to develop a greater awareness of career opportunities (grade eight).

All fifth-grade students should demonstrate proficiencies in at least two of the areas of study skills. Study-skill material will be introduced after an assessment of needs. All sixth grade students will demonstrate greater coping skills by fewer visits to the school administration for rule infractions. The needs of students to discuss problems with a third party (i.e., guidance counselors, teachers, or fellow students) will be seen as a positive way of coping with problems.

**Strategies:**

Strategies of guidance counselors and individual teachers will be needed to implement these concepts throughout the entire year along with visual aids. Sixth-grade students will develop a greater and more positive self-esteem by the end of the school year. Once again, the strategies used by the classroom teacher will be vitally important. Visual and written aids will reinforce the actions of the classroom teacher. All eighth-grade students will have an opportunity to interact with career assessment inventories. Career areas of interest will be explored by the students. This will also allow them to prepare for planning an appropriate high school course of study.

---

(School #64)

### Goals

The overall project is to encompass seventh- and eighth-grade students. Primarily helping/working with "at risk" students. With these students, the goal will be to encompass the areas of study skills, behavior, and self-concepts/self-esteem. The general goal is to help students develop competencies in the personal-skills development area and develop and enhance self-esteem through concrete skill building.

### Expected Student Results

**Target Group:** "At-risk" students. These students, by the end of the school year, will demonstrate greater/-better competencies in the "target" areas listed under goals.

**Strategies:**

The basic strategies/objectives will be to possess better self-esteem and self-concept to build a positive school climate, and to reduce stress. If successful, since these are usually discipline areas, the objectives will be met and our school will be regarded much more favorably by students, teachers, and the community.

---

(School #65)

To provide an opportunity for sixth-, seventh-, and eighth-grade students to acquire and demonstrate competency in career planning, decision making, and study and test-taking skills.

**Target Group:** All students in grades six, seven, and eight (different skill levels will be expected).

Sixth grade:

(1) Career awareness—they will be able to identify personal interest areas and match these with one or more job clusters. Students will be able to use the *Dictionary of Occupational Titles* and the *Occupational Outlook Handbook*.

(2) Decision-making skills—students will be able to work through problems.

(3) Study and test-taking skills—students will be able to organize school assignments, take notes, and perform at a higher level on tests.

Seventh grade:

(1) Career awareness—students will be able to identify personal interest areas and match their personal interest with one or more job clusters. All seventh graders will become familiar with DOT and the OOH. Students will be able to identify one or more job clusters relating to their interests. They will be able to further study their career area of interest.

(2) Decision-making skills—students will be able to work through a hypothetical problem satisfactorily.

(3) Study and test-taking skills—student will be able to organize school assignments, take notes, and perform at a higher level on tests.

| Goals | Expected Student Results |
|---|---|
|  | Eighth graders:<br>(1) Career awareness<br>(2) Decision making<br>(3) Study skills and test taking<br>Basically all the same except eighth graders will identify high school courses relating to the career selection. |
| (School #66) |  |
| Middle school students will develop a positive attitude toward self, peer-relationships, school, and career awareness. | The targeted group of students will<br>(1) Display a positive manner about themselves<br>(2) Match positives in peer relationships<br>(3) Demonstrate an orderly fashion of school spirit<br>(4) Make realistic career aspirations |
| (School #67) |  |
| All eighth-grade students at the middle school will increase their career awareness and will have a better understanding of themselves and how their interests and aptitudes relate to career-cluster areas. Students will gain in awareness of how educational planning and course selection relate to career planning and to the skills needed to select and prepare wisely for a career. | Students will<br>(1) Identify personal interest areas through the use of career-area interest checklist (Meridian)<br>(2) Gain a better understanding of self through self-exploration activities (Selecting Courses for Your Career, AEL)<br>(3) Learn about the 12 career-cluster areas (AEL)<br>(4) Identify career clusters of interest (AEL)<br>(5) Demonstrate understanding and use of the WTGG with respect to career clusters of interest<br>(6) Identify two careers within career clusters of interest to investigate further (AEL)<br>(7) Know educational and training requirements for careers investigated (AEL)<br>(8) Become familiar with high school program requirements<br>(9) Plan a tentative four-year high school program (AEL)<br>(10) Identify a tentative career choice as part of a career plan (AEL) and submit a written report on that career |

(School #68)

**Goals**

The project goal will be to develop a junior high program for grades seven and eight which will help students to develop competencies in the study-skills area, and to acquire and demonstrate competencies in career decision making and planning.

**Expected Student Results**

Seventh-grade students will experience a hands-on approach for learning to study. Using questionnaires, checklists, games, activities, discussion questions, and projects, the student will experience a range of study skills such as getting organized, finding the best time and place to study, listening for meaning, developing good study habits, finding and remembering facts and taking tests. Eighth-grade students will have the opportunity to acquire and demonstrate competencies in career decision making and planning. Students will complete the following activities:

(1) Identify occupations that relate to personal interests, aptitudes, and job values
(2) Identify subjects in school that can help develop skills and knowledge
(3) Demonstrate a knowledge of the world of work through career clusters and job-entry requirements
(4) Describe work-related personal characteristics or values
(5) Identify one or two career clusters that pertain to student's interests, aptitudes, and abilities
(6) Identify two or more jobs in the career cluster that relate to interests, aptitudes, and ability
(7) Identify and plan for courses in high school that would help a student enter the selected occupation

---

(School #69)

Students will acquire and demonstrate increased knowledge, attitude awareness, and skills as they pertain to the world of work and future educational planning.

Students will be able to

(1) Identify personal career and occupational interests
(2) Relate personal interest in school subjects to future career and educational choices
(3) Analyze own abilities and goals in terms of desired occupational goals
(4) Apply new skills by completing a written statement on occupational areas of interest which will include cluster titles, educational date, job descriptions, high school/college educational needs
(5) Evaluate personal study habits and skill level

---

(School #70)

### Goals

The project will result in all eighth graders:

(1) Developing a self-awareness which will result in their learning more about themselves

(2) Becoming more familiar with the world of work

(3) Learning why education is important in securing a job

(4) Focusing on developing an understanding of the relationship between self awareness, occupation, and education

### Expected Student Results

All eighth graders will, by the end of the project, be able to

(1) List their personal characteristics, both positive and negative

(2) Discuss these traits and show how they can have an influence on one's chosen occupation

(3) Select specific occupations which are compatible with their personal traits, desires, and limitations

(4) Follow up further on these selected occupations by determining what kinds of education are necessary in each case to be successful

(5) Discuss these occupations and demonstrate how and why a wise career choice takes into account the relationship between self-awareness, career knowledge, and education

All eighth graders, through the English classes, will be assigned to research their occupational choices and put the results in writing. These will then be given in class as oral presentations. Most of this material will come from the products that were purchased during the career workshop. One period a week will be devoted to group discussion with the counselor acting as group leader.

---

(School #71)

Sailorway Middle School students will develop a greater awareness of career options and the relationship between career success and the growth they will achieve in middle school (academically, socially, and emotionally). Their heightened awareness will have a positive influence on their educational choices and achievement.

(1) Sixth-grade students will demonstrate a greater knowledge of career options by successfully participating in career exploration and written evaluations (comments, sentence completion, and so forth).

(2) Special education students (LD and DH 6-8) will demonstrate their increased awareness of career options and acceptable behavior and the completion of E-WOW using the *Children's Dictionary of Occupations* and/or the visual aid material based upon the student's ability and levels.

(3) The seventh-grade students will exhibit a greater knowledge of the world of work in relation to academic, social, and emotional growth. They will demonstrate this knowledge by completing assignments using the *Worker Trait Group Guide* and discussing our video programs in class.

**Goals** | **Expected Student Results**

(4) Eighth-grade students will achieve in a manner similar to the seventh graders. In addition, they will exhibit more realistic and appropriate choices in their high school course selection.
(5) A small number of "at risk" students will work in small group activities using video programs, goal setting, and planning on a personalized level.

(School #72)

The career-guidance component will be implemented through the use of COPS Interest Inventory utilizing the 15 USOE career clusters. Therefore, by the end of the school year, all students in the eighth grade will identify three career interests for investigation, and an awareness of all of the career clusters.

Students will demonstrate knowledge of three occupations by
(1) Listing required skills and abilities for job performance
(2) Listing courses and activities available to prepare one for these occupations
(3) Exploring alternative choices
(4) Expanding knowledge each year

(School #73)

Each seventh-grade student will acquire and be able to demonstrate competencies in the following areas: self-esteem, test-taking skills, study skills, and career assessment, awareness and planning.

Students will be able to
(1) List and discuss the importance of self and acceptance of others
(2) Identify careers which relate to their own personal interest
(3) Enhance test taking skills and decision making
(4) Utilize better study skills in academic subject areas

(School #74)

Students will identify career clusters which correlate with their strengths and interests. During this process, students will improve their self-concept and identify their strengths and weaknesses. Parents will take part in workshops which present information concerning parenting and helping their children make vocational choices.

**Target Group:** All sixth-grade students and their parents. The students will
(1) Improve their self-concepts
(2) Identify their strengths and weaknesses
(3) Identify their interest areas
(4) Identify job clusters correlating with their strengths and interests

The parents will
(1) Take part in a parent effectiveness workshop
(2) Read information about how parents can help their children choose a vocation

**Goals** **Expected Student Results**

**Strategies**

(1) Activities, worksheets, videos, films, filmstrips, speakers, discussions, small groups to improve self-concept
(2) Inventories and activities to identify strengths, weaknesses, and interests
(3) E-WOW program to determine job clusters to correlate with interests and strengths
(4) STEP program for parents
(5) Information to parents concerning vocation choices for their children

**Evidence:**

(1) Self-concept rating scale before and after program
(2) Short interviews with students concerning strengths, interests, E-WOW results
(3) Counselor-teacher observation
(4) Worksheets, checklists, participation in discussion
(5) Parent evaluation sheet
(6) Parent participation in workshop (STEP)

---

(School #75)

Students in grades seven and eight will have a better understanding of their interests and abilities as they relate to career choices. Students will utilize self-evaluation information to explore careers within a career center setting. Students will gain an awareness of how their self-esteem, abilities, and communication skills influence their life choices.

Students will be able to

(1) Discuss the importance of their capabilities or limitations, their interests and aspirations as related to career choices
(2) Identify personal/social characteristics that tend to lead toward a more fulfilling life
(3) Utilize materials that are provided to identify and research at least five careers of their choice
(4) Develop a self-profile designed to convince an employer to hire him/her for a special career(s)

**Strategies:**

(1) A career interest survey will be administered in small groups.
(2) Students will utilize the computer (in small groups) to explore interests/abilities and retrieve information on careers related to their interests and abilities.
(3) Classroom presentations with students discussing and using multi-media materials focusing on decision making skills
(4) Classroom speakers from the world of work.
(5) Filmstrips, tapes, role-playing, videos, books, and computers will be utilized.
(6) Parent-information sessions will be held to share with and gain parental support relative to our goals and "Focus on the Future" packets.

(School #76)

**Goals**

Students will acquire and demonstrate competencies in career planning, decision making, and study and test-taking skills.

**Expected Student Results**

(1) All sixth-, seventh-, and eighth-grade students will demonstrate a greater competency in time management, organization, listening, and note taking skills, motivation, and test-taking skills.

(2) All sixth-, seventh-, and eighth-grade students will recognize how to think critically and challenge the sources of information around them in the decision-making process.

(3) All eighth-grade students will develop an individual career plan that includes high school program selections and tentative career goals. Homeroom teachers of all sixth, seventh, and eighth graders will present videos and class discussions during homeroom on study and test-taking skills and decision-making skills. Counselor will initiate a small group of "at-risk" students that will be given intense instruction in study skills. They will also be given a computer disk for their individual use. English teachers of all eighth-grade students will administer an interest survey, help interpret results, and assist students in utilizing school resources to obtain career information for the formulation of a career plan. Counselors will assist students to develop an individual career plan that includes high school program selections in terms of needs, interests, abilities, and values that will assist in converting career plans into reality.

---

(School #77)

Each ninth-grade student will complete a unit on "self-assessment," encompassing four areas: values, interests, aptitudes, and temperament. Students will identify and explore worker-trait groups identified through the self-assessment unit.

**Target Group:** All ninth-grade students. Students will understand the meaning of personal values and how they relate to career decisions. They will participate in values-clarification exercises and activities illustrating the influence of personal values on the decision-making process.

**Evaluation:**

Evaluation will include teacher observation and the successful completion of a written exam. Students will identify their interests and career areas that relate to their interests. They will complete the *Ohio Interest Survey* and interpret the results. They will use the *Worker Trait Group Guide* to complete a written exercise on career areas of their own choosing. Evaluation will be through

| Goals | Expected Student Results |
|---|---|
| | the successful completion of the written activity. Students will understand the relative strengths and weaknesses of the nine aptitude areas measured by the GATB and explore careers related to different aptitudes. Students will take the GATB and participate in group interpretation of the results. They will use the WTG to explore careers related to various aptitudes. Evaluation will be by the successful completion of the written activity. Students will understand the role of temperament in making a career choice. Information concerning temperament will be presented in a lecture and discussion format, supplemented by a video tape. Evaluation will be through subjective teacher observations. |

---

(School #78)

| | |
|---|---|
| The junior high students (seveth and eighth graders) will acquire knowledge of their personal characteristics and relate them to their academic, social, and career development as they begin to make choices regarding the world of work. | **Target Group:** Seventh-grade students.<br>(1) Each seventh-grade student will learn to utilize study skills such as organizing notebooks, memorizing, note-taking, planning daily study time, for all academic subjects.<br>(2) Seventh-grade students will acquire knowledge of their likes and dislikes through the use of the career-exploration and planning program.<br>(3) Seventh-grade students will gain knowledge of their strengths and weaknesses in relation to job activities.<br>**Target Group:** Eighth-grade students.<br>(1) Will develop fundamental test taking techniques through utilization of *Scoring Higher on Test Activities* and handouts on test clues (practice sheets on scoring higher by career aids).<br>(2) Will be made aware of their academic performance through the use of their (CAT, California Achievement Test results).<br>(3) Will identify their interest categories through the use of an interest survey received through the workshop.<br>(4) Will acquire vocational knowledge through observations on field trip. Students will visit the county vocational school which offers forty (40) vocational programs. |

| Goals | Expected Student Results |
|---|---|
|  | **Target group:**<br>Seventh- and eighth-grade students:<br>(1) Will develop insight into a least sixteen (16) different careers through the use of a monthly guidance newsletter and a planned career day. Professionals will be invited to spend three (3) class periods on one given day. Students will be given newsletters monthly. |

(School #79)

| Goals | Expected Student Results |
|---|---|
| (1) Introduce all seventh-grade students to study skills and over a two- to three-day period of time, go over specific areas of the above through handouts.<br>(2) To start to explore career areas with all eighth-grade students over a four- to five-day period. Students will go through process of matching interests with possible careers. | Seventh-grade students will use a "hands-on" approach to learning to study by being given *Study Skills for Success* (purchased by this career grant). This includes questionnaires, checklists, games, activities, discussion questions, and various other areas. The hopeful outcome will be student organization, how to outline, correct procedure of note taking, working with study partners, and becoming test-wise. Teachers will work with me (social studies department), while I and other counselors will do small groups with each class section. The social studies department is very willing to cooperate with us on this and has asked us to do this in the past since it relates well with their subject matter and mode of learning.<br>**Evaluation:**<br>Evaluation will be in the form of getting credit for keeping a notebook and a short test which will count as a social studies grade at end of the unit. Eighth grade students will take the self scoring interest test purchased by this career grant—*Harrington-O'Shea Career Decision-Making System*, through class sections of English. Students will be expected to match their vocational interests with school subject preferences, future educational plans, job values, and self reported abilities. Teachers will work with me and other counselors by re-emphasizing the importance of knowledge of the world of work. Evaluation will be in the form of getting credit for final product of self-scoring test (this, of course, is returned to student and a short test over major ideas covered at end of the unit). |

(School #80)

**Goals**

Students in the junior high will acquire and demonstrate competencies in study skills and career orientation/exploration.

**Expected Student Results**

Study skills—students will be able to

(1) Identify their strong and weak study habits
(2) Demonstrate good listening skills
(3) Discuss how to prepare for tests
(4) Demonstrate how to reduce stress
(5) Discuss appropriate test-taking methods

**Strategies:**

Students will be taking a study habits survey and then participate in study skills lessons.

Career orientation/orientation—students will:

(1) Identify methods of clustering careers
(2) Determine personal interests
(3) Identify career clusters and specific careers that correlate with personal interests

**Strategies:**

Students will be given a lesson on career clusters and use surveys to identify personal interests and careers of interest.

---

(School #81)

The overall project will be to expand our middle school guidance program, concentrating on grades six (incoming class) and eight (outgoing class), in the areas of self, career, study skills, family and peer relations, and motivation and attitude toward job and life skills. Students will gain knowledge in the world of work in terms of career decisions and interpersonal relations, develop effective organizational and study skills, enhance self-esteem and self-concept, and understand how one's motivation and positive attitude toward work and life skills are vital to success.

**Target Group:** Sixth- and eighth-grade students. They will understand themselves better and demonstrate a greater competency in at least three of the seven areas. Growth and success will be determined by a pre- and post-evaluation of their growth/changes in these areas.

**Strategies:**

Strategies used to enhance this project in the sixth and eighth grades will be the use of materials already in our school plus the free and purchased materials from the conference. Teacher input concerning the changes seen in students after each lesson and at the end of the entire process will also be useful in the evaluation of the entire project. The students will learn about the desired areas through inventories, filmstrips, VHS tapes, verbal discussions with students, teachers, and our administrators, small-group activities, and written exercises.

**Evaluation:**

Evaluation will occur in the form of "counselor made" pre- and post-evaluations in the seven areas that students will fill in to evaluate their growth. They will do this after each section/concept in January at the end of the first semester, and at the end of the year in May.

| Goals | Expected Student Results |
|---|---|
| (School #82) | |
| The seventh-grade students will take a general career interest inventory and learn about the world of work. | (1) Each student will become more aware of his or her likes and dislikes.<br>(2) Each student will demonstrate knowledge of their options in future planning. |
| (School #83) | |
| To develop a guidance advisory council. Counselors, administrators, teachers, students, and parents will be given the opportunity to become active members of the council. The guidance advisory council will help to establish priorities and provide a planning guide for the school year. The guidance advisory council will focus on career-awareness and career-exploration activities for students in grade eight. The students will acquire competencies needed for career planning. | The implementation of a guidance advisory council will result in members becoming actively involved and supporting the guidance program. The students will be able to<br>(1) Explore a wide range of careers through research assignments, career speakers, and use of materials purchased at the summer conference<br>(2) Complete an interest inventory and view a career exploration videotape program focusing on interests<br>(3) Select a career area to explore based on their interests and abilities. |
| (School #84) | |
| Seventh-grade students will develop a measure of career awareness and begin career planning based on the knowledge of their interests, aptitudes, and attitudes, and knowledge of careers. Eighth-grade students will expand on their self-knowledge and learn about specific careers suitable to themselves. At both grade levels there will be some parent involvement in career education. | Seventh-grade students will<br>(1) Explore their own preferences and develop self-awareness<br>(2) Identify local jobs and careers<br>(3) Take interest survey and relate to jobs and career<br>(4) Begin a career planning folder<br>(5) Know sources of information for future exploration<br>(6) Be able to discuss careers with parents<br>Eighth-grade students will<br>(1) Learn interests and relate to careers<br>(2) Learn about careers<br>(3) Choose three possible careers<br>(4) Get all possible information about chosen career<br>(5) Relate abilities to careers<br>(6) Relate abilities and chosen career to high school course selection<br>(7) Be able to discuss careers with parents |

(School #85)

### Goals

Eighth graders will have an opportunity to gain competencies in planning and preparing for a career that relates to their interest and occupational goals.

### Expected Student Results

(1) Students will take the CAPS *Interest Inventory*. From this they will discover their three highest (main) career clusters and study one occupation most liked from each of the three main career clusters.

(2) Students will demonstrate skills in using career exploration resources by thoroughly researching one occupation in depth.

---

(School #86)

All seventh-grade students will be able to demonstrate competencies in the following areas:

(1) Develop productive decision-making techniques
(2) Knowledge of career exploration
(3) Knowledge of study skills

Students will be able to

(1) List problem solving steps and influences upon decisions
(2) Identify careers in clusters
(3) List and describe five careers—define careers, list qualifications needed, educational requirements, related interests
(4) Be able to discuss good study skills
(5) Be able to identify the characteristics of test-taking skills

**Strategies:**

All seventh-grade students will meet weekly in their social studies classes. The classroom teacher will be assisted by the guidance counselor through the guidance-curriculum activities. A career day will be presented with the assistance of parents. A community service unit program will be selected for each class. Field trips will be taken to places in the current work places. Career job shadowing will be planned. The students will be given the opportunity to job shadow career occupations.

**Evaluation:**

(1) Group projects, displays
(2) Written tests
(3) Written reports
(4) Inventories
(5) Demonstration of more time on task

(School #87)

| Goals | Expected Student Results |
|---|---|
| Students will acquire knowledge of personal characteristics, knowledge of the world of work, and experience in career decision making and planning. | Eighth-grade students will complete an interest inventory. Results will be used to help them gain insight into personal interests and how they relate to the world of work. Students will become familiar with occupational groups and one or two selected occupations through classroom lessons, individual research, and a career week experience. (The format of this experience will be determined by a faculty group, although at this time I would anticipate having an actual career day with a series of guest presenters.) |

## 1988 WORKSHOP

Career Guidance Program Activities

Introduction: These activities were proposed by workshop participants as a result of their participation and guidance program improvement planning. Most of the products listed are those that were provided and/or featured at the workshop.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 1 | 30-100 | Eighth | Parent orientation | Counselor prepared material preview program | Counselor |
| | | | Career decision-making and career exploration (classroom video) | Your Future: Planning Through Career Exploration | Staff/ Counselor |
| | | | Small group discussion and activities (10-15) | | |
| | | | Interest inventory | Harrington-O'Shea Career decision-making system | Counselor |
| | | | Workbook | Worker Trait Group Guide<br>Selecting courses for your career | |
| | | | Individual/group sessions (1-5) | OCIS | |
| | | | Computer programs | School subject-career | |
| | | | Parent orientation continued | Student written plans | |

**Evaluation Plan:** Each student will develop a written plan to select high school courses and alternatives--a career-planning model which will include identified interests, career exploration findings and career decision-making processes.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 2 | 325 | Sixth | JOB-O completion | JOB-O | Counselors |
| | 275 | Seventh | Watching filmstrip | Jobs of the 90's | Counselor |
| | | | Completing career game | Career Game | |
| | | | Completing exercise | | |
| | 300 | Eighth | Watching filmstrip | Filmstrip | Counselor |
| | | | Processing | "Making Decisions" | |
| | | | Completing activity | | |

**Evaluation Plan:** Sixth-grade students will be evaluated in the Fall. Evaluation will be based on completion of the JOB-O exercise. Seventh-grade students will be evaluated by completing a task of writing their Holland Code and listing three careers in their code. Eighth graders will be evaluated by listing the steps of a Decision Making Model, and applying it to a problem. This will be done in small groups.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 3 | 120 | Seventh | Use questionnaires, checklists, games, activities, discussions | Classroom and small group sessions | Teachers<br>Counselors |
| | 120 | Eighth | Video filmstrip and discussion in class on building self-esteem and self-concept | Video filmstrip in the classroom | Teacher<br>Counselor |
| | | | Activities for individual career exploration | Videotapes and classroom discussion<br>Community in Career Exploration Speakers Day | |
| | 120 | Ninth | Complete interest inventory and further career awareness | COPS | Teacher |

**Evaluation Plan:** Each grade level will do a self-evaluation, identifying what they learned and describing how the tasks have helped them understand themselves and their world better.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 4 | 186<br>189 | Fifth<br>Sixth | Sunburst films and "Thinking, Changing, Rearranging" | Film | Counselor |
| | 190 | Seventh | Career Exploration Kit, E-WOW, cluster set and career book with children's dictionary | E-WOW | |
| | 200 | Eighth | Pocket-size cluster charts, activity masters, career-action plan | Charts,<br>Masters,<br>Action Plans | |

**Evaluation Plan:** Success of students in demonstrating a knowledge or skill will be accomplished through completed group tasks, questionnaire, and teacher observation.

| | | | | | |
|---|---|---|---|---|---|
| 5 | 160 | Seventh | Become more aware of interests | JOB-O Interest Survey | Teachers<br>Counselors |
| | | | Career exploration | Videotapes/career files | |
| | | | Evaluation | Handout | |

**Evaluation Plan:** A brief written assignment will be given to the students in the final session. They will be asked to list and describe several careers in which they have an interest.

| | | | | | |
|---|---|---|---|---|---|
| 6 | 100 | Eighth | Values/interests/abilities worksheets | Handouts | English Teacher<br>Counselors |
| | | | Vocational guest speaker | Classroom overhead or TV | |
| | | | College speaker | Overhead | CHUB Speaker |
| | | | Interest survey | Ohio Interest Survey<br>Worker Trait Group Guides | English Teacher<br>Counselor |
| | | | Field trip to vocational programs | Bus-vocational students as guides | Voc-Teachers<br>Eighth-Grade Teachers<br>Counselors<br>Principal |
| | | | Career paper | Occupational Outlook Handbook<br>Chronicle Guidance Briefs<br>Library | English Teacher<br>Counselor |

**Evaluation Plan:** Evaluation will involve the following: (1) completion of the Ohio Interest Survey; (2) completion of a researched career paper; (3) participation in discussions and field trip events and (4) completion of value, interest, and ability worksheets.

| | | | | | |
|---|---|---|---|---|---|
| 7 | 150 | Eighth | Class discussion | | |
| | | | Taking an interest survey | Harrington-O'Shea Career Decision-Making System | Counselor<br>Teacher |
| | | | Exploring career clusters<br>Exploring specific careers | Worker Trait Group Guides | |
| | | | Making high school planner folder | OOH | |
| | | | Selecting high school courses that relate to career interests | High School Career Planner<br>JOB-O Dictionary | |
| | | | Completing a four-year plan | | |

**Evaluation Plan:** The students will be evaluated by observation, by class participation and discussion, by completing a career folder, and by developing a four-year high school plan that relates to their career interests.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 8 | 150 | Seventh | Group discussions<br>Study schedule (time management)<br>Self-evaluation of study habits<br>Plans for improvement | Small group discussions<br>Library<br>Filmstrips<br>Counselor made materials | Counselor<br>Teacher |
| | 150 | Eighth | Career day<br>Interest survey<br>Conduct interviews<br>Written assignments | Community people<br>Teachers<br>Interest survey<br>Worker Trait Group Book | Counselor<br>Teacher |

**Evaluation Plan:** Seventh-grade--study skills: (1) observation of behavior; (2) evaluation of improvement or non-improvement in grades of academic areas. Eighth-grade--career awareness: (1) career day evaluation participants, teacher, students; (2) verbal group discussions; (3) research paper; (4) interviews.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 9 | 110 | Eighth | Introductory career awareness | videos--Your Future Your Interest | Counselor |
| | | | Interest inventory | Chronicle Quest | |
| | | | Career exploration | Occupational Briefs | |
| | | | Adult career presenters | Career speakers (bank) | Teacher/ Counselor<br>Outside Career Presenters |
| | | | High school scheduling information | Registration information | Counselor |
| | 23 | Eighth | Introductory career awareness | Videos--Your Interest Your Future | Counselor |
| | | | Interest inventory | Harrington-O'Shea | |
| | | | College exploration | The High in Higher Education, The Perfect College | |
| | | | High school course selection | Registration information | |
| | | | Adult career presenter | Career speakers (bank) | Teacher/ Counselor/ Speakers |

**Evaluation Plan:** The counselor will evaluate (1) student's completion of Harrington-O'Shea and Chronicle Quest; (2) student's completion of Occupational Brief summaries; (3) student's completion of handouts on career and personal awareness; (4) student's attendance during career unit and career speakers bank presentation; (5) student's classroom participation and completion of assignments on career unit.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 10 | | Seventh-Eighth | Show video of (1) "A Question of Personality", (2) "The Skills To Do the Job", and (3) "What Do You Care About" | Video | Counselor<br>Teacher |
| | | | Use of People Types and Tiger Strips | MOTI<br>People Builders, Internat'l | |

**Evaluation Plan:** Students will be evaluated on their ability to identify personality types, confirm skills and abilities revealed through the MOTI and list three leading strengths. They should also identify values associated with choice of a career cluster, list preference of careers, and relate how personality types, abilities, and values affect career choices.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 11 | 150 | Eighth | Group-guidance interest survey<br>Living skills program<br>Career day<br>Coping skills | Quest Program complete with materials<br>Job-O- Interest Survey<br>Speakers<br>Student peer counselors<br>Filmstrip series--<br>(1) suicide<br>(2) stress | Counselor<br>Reading Teacher<br>Outside Speakers |

**Evaluation Plan:** Expected outcomes to be evaluated include improved behavior as a result of Babes program which increases self-esteem; improved test and homework scores as a result of study skills program; completion of Job-O-Dictionary skill test; improved self-awareness of interest through career guidance completion of career questionnaire; increased cooperation amung students from result of What's Right program; and proper decision-making from Quest and Like Me program. Evaluation takes place through observation (individual counseling and group sessions), test results (from individual programs and study skills), and peer counseling.

| | | | | | |
|---|---|---|---|---|---|
| 12 | 125 | Sixth | Administer P.S.M.<br>Chart and interpret results<br>Provide classroom and/or small group activities to develop skills | PSM materials<br>Present guidance materials | Counselor |
| | 125 | Fifth | Administer E-WOW<br>Send folders home to be discussed with and signed by parents<br>Students do career exploration activity | E-WOW<br>JOB-O Dictionary<br>Parents | Counselor |

**Evaluation Plan:** I shall evaluate sixth-grade student growth and development throughout the school year by observing their personal skills. I shall ask teachers to do the same. I will ask students to do self-evaluations after the PSM sessions have been completed. I shall evaluate fifth graders by observing their interest in E-WOW, their returning of parent signed folder, and their involvement in the exploration activity.

| | | | | | |
|---|---|---|---|---|---|
| 13 | 200<br>200 | Eighth<br>Seventh | Guidance classes on careers<br>Regular class time concerning careers<br>Field trip to JVS<br>Speaker presentations<br>Discussion | Filmstrips<br>Videotapes<br>Book/Handouts<br>Speakers<br>Teachers<br>Tests<br>Interest Survey | Counselors<br>Teachers<br>Parents<br>Employers |

**Evaluation Plan:** The evaluation process will be ongoing. We presently use the DAT and I am now planning to use JOB-O and personal assignments. I plan on sharing the results with the students and helping them in their pursuit of more information for their particular needs in the areas indicated to them by DAT, JOB-O, and personal interest. The principal and myself will do the evaluation. Judging of success will be done primarily by oral examination, test results, and use of career information that will now be on hand.

| | | | | | |
|---|---|---|---|---|---|
| 14 | 35-50 | Ninth | Small group activities<br>Individual counseling | Videotapes<br>Career Interest Inventory<br>Speakers<br>Teachers<br>Personal Skill Maps<br>Reading/Math On The Job<br>Computers | Work Study Coordinator<br>Teacher<br>Community Speakers<br>Parents<br>Community Relations |

**Evaluation Plan:** Evaluation: (1) student selection of realistic career choices; (2) student securement of part-time employment; (3) teacher observation/test; (4) improved behavior as indicated by our school level system; (5) student interest in career center placement; (6) parent observation.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 15 | Not Listed | | Student self--testing and voluntary self-input | Student Personal Skills Map | Counselor<br>Teachers |

**Evaluation Plan:** Evaluation will be done as follows: (1) teacher(s) and counselor observation; (2) self-observation by student and relevant student peers. Above observations by teacher(s) and student peers will be communicated to counselor.

| | | | | | |
|---|---|---|---|---|---|
| 16 | 160<br>170 | Eighth<br>Seventh | Individual counseling<br>Small group counseling<br>Research<br>Shadow Day<br>Career Week<br>Classroom presentations | Filmstrips<br>Computers<br>Videos<br>Surveys<br>Books<br>Questionnaires<br>Self-assessments | Teachers<br>Administrators<br>Counselor<br>Local Business People |

**Evaluation Plan:** Done by teacher through grading homework assignments, and through their observations of the differences in quality of students' work this year versus last year. Counselor evaluation will be done by questionnaire following career week. Evaluation will also be done by noting progress of students identified as potential dropouts.

| | | | | | |
|---|---|---|---|---|---|
| 17 | 160 | Seventh-Eighth | Regular classroom instruction | Videotapes<br>WTG Tests<br>Career Area Interest Checklist<br>Individual Educational Planning Unit | Counselor |

**Evaluation Plan:** Students will be evaluated through surveys, inventories, worksheets, workbooks, and individual (job) career study. Parents will fill out an evaluation sheet.

| | | | | | |
|---|---|---|---|---|---|
| 18 | 250 | Seventh | Take interest inventory<br>Class discussions on careers<br>Use of library and Resource Center | JOB-O<br>Filmstrips, books, posters<br>Books, videos | Counselors<br>Teachers<br>Librarian |
| | 250 | Eighth | Select career topics to investigate and participate in on career day<br>Select high school courses | Resource personnel from community<br>Filmstrips/videos<br>High school orientation materials | Counselors<br>Teachers<br>Counselors |
| | | | Posters and displays for all | | |

**Evaluation Plan:** Seventh-grade students will self-evaluate using career inventory. They will be asked to also complete a survey prepared by counselors. Eighth-grade students will complete an evaluation form after career day. This will include a question on how well the presentation met their expectations. Teachers and counselors will observe and ask students about attitudes towards careers.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 19 | 350 | | Students complete exercises on values clarification | "Careers and Values Understanding the Choices" (CA) | English Department<br>Counselors |
| | | | Discussion on aptitudes | Video--"Temperaments and Aptitudes" (Meridian) | |
| | | | Students complete interest inventory | COPS-II Intermediate Inventory | |
| | | | Career day | "Prepare Yourself: Alternatives After High School" (CA) | Outside Speakers |
| | | | Class discussion | "Transitions 4--Needs, Goals and Expectations" (AGS)<br>"A Woman's Place" (Wintergreen) | |
| | | | Decision making | "The Family-Career Connection" (NCRVE)<br>"Private Rules in Career Decision-Making" | |
| | | | Outside speaker--discussion on searching for job openings, filling out applications, and interviewing | Speaker from local employment agency<br>"Discover Yourself, Discover a Job Chart" (CFKR)<br>"Letter Writer for Job Seekers" (CFKR) | |
| | | | Career day | Local employers | |

**Evaluation Plan:** As stated in expected student results, there will be evaluations all along the way in the form of discussions (observations and what is said), questionnaires, written and oral reports, homework assignments that indicate skill mastery, and tests on actual information. Success will be judged by virtue of students demonstrating new knowledge, attitudes or skills in these ways (passing grades where grades are applicable). Evidence that they know: (1) discussion and perhaps written "What Have You Discovered?" papers; (2) follow-up questionnaire or extra credit for going to visit one of the options and writing up a report or giving an oral report; (3) adherence to a decision-making process on their own for homework credit; (4) test on factual material gleaned from speaker, F/S and lecture (5) graded business letter assignment.

| | | | | | |
|---|---|---|---|---|---|
| 20 | 360 | Eighth | Group presentations on careers | Interest inventory<br>Videotape | Counselors |
| | | | Completion of interest inventory | Resource books and handouts | Teachers |
| | | | Viewing video on choices | Teachers | |
| | | | Instruction on use of career resource materials | | |

**Evaluation Plan:** Evaluation will be through the completion of a career survey form by each eighth-grade student.

| | | | | | |
|---|---|---|---|---|---|
| 21 | Seventh | | Use "Your Future," "Your Interests," "Your Temperament," and "Your Attitudes" | CEDP videotapes | Counselor |
| | | | Career exploration | OIS | |
| | | | Career day | Community people | |

**Evalution Plan:** Observation of completed activities, counselor evaluation of group interest survey results, student self-evaluation, career day evaluation form.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 22 | 250 | Eighth | Group guidance:<br>(1) Understanding self<br>(2) World of work<br>(3) Decision making<br>(4) Career planning<br>(5) Educational planning<br>(6) Awareness week | Videotapes<br>COPS Interest Inventory<br>Vocational films<br>Community Speakers | Counselors<br>Teachers<br>Community Employers |

**Evaluation Plan:** Evaluation will be done by reviewing the four-year education program developed by the student to see if they are compatible with their vocational and occupational goals. These four-year plans will be placed in student files and passed on to the high school counselors to be reviewed yearly as the students progress through high school.

| | | | | | |
|---|---|---|---|---|---|
| 23 | 50 | Seventh | Quest<br>Instruction in study skills<br>Interest inventory | Quest materials<br>Filmstrip: Study Skills and Job Success and work-sheets from Sunburst<br>JOB-O | Teacher<br>Counselor |
| | 50 | Eighth | Quest<br>Interest survey<br>Introduce OCIS (group then individual) | Quest materials<br>CAPS and COPS<br>Computer | Teacher<br>Counselor |

**Evaluation Plan:** Evaluation on-going: Grades and participation in Quest class; teacher evaluation equals grades and other evidence (homework, class work, project work) of skills in learning content. Interpersonal peer relationships (behavior in class, between classes) is always monitored by staff and administration. OCIS participation monitored in library and fulfills English class requirement.

| | | | | | |
|---|---|---|---|---|---|
| 24 | 225 | Eighth | Guidance group activities--communication, assertiveness, conflict management, responsibility<br>Individual information gathering--OCIS, occupational information, interest information, college information, high school course plan<br>Group planning sessions for career bulletin boards, career speakers program,<br>Career speakers program | Videotapes<br>Books/Handouts<br>Teachers<br>OCIS computer and materials<br>Folders<br>Speakers | Counselors<br>Teachers<br>Career Education Program Personnel<br>Community Speakers<br>Parents<br>Family Services |

**Evaluation Plan:** Students will be evaluated on their team bulletin board projects and the personal and social skills they used to complete their projects. Students' personal career plan folders will be evaluated by the guidance department and by themselves.

| | | | | | |
|---|---|---|---|---|---|
| 25 | | Eighth | Use career inventory<br>Make an educational plan | COPS II | Counselor |

**Evaluation Plan:** Students will make an educational plan to coincide with the results of the COPS II inventory.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 26 | 250 | | Study-skills curriculum activities | Study-skills units<br>Reading classroom | Reading Teacher |
| | | | Small-group discussions | | |
| | | | Filmstrips | | |
| | | | VCR presentations | Health classroom | Health Teacher |
| | | | Worksheets | AV materials | |
| | | | Personality inventory | Counselor | Counselor |

**Evaluation Plan:** The study-skills evaluation will take place during and at the end of the formal study skills unit. The students will do personal study-habit inventories (pre and post), will have workbook type projects, and will implement at least two learned study skills into their daily study routine as evidenced by a goal checklist. The reading teacher will evaluate success. Regarding the building of positive self-concept, there will be class presentations and discussions in which one of the goals will be to have each child participate. There will be a pre-unit personality inventory and a post-unit inventory. Each pupil will submit a written evaluation regarding what he or she learned.

| | | | | | |
|---|---|---|---|---|---|
| 27 | 60 | Sixth | Study skills and test taking assessments | Material recommended by C. Johnson | Counselors<br>Teachers |
| | | | S.S. and T.T. instruction | | |
| | | | S.S. and T.T. assessments | | |
| | 58 | Seventh | Decision-making skills<br>Drug/alcohol abuse information | Quest materials | Counselor and Health Teacher |
| | 65 | Eighth | Review decision-making skills | Quest materials | Counselors and Teachers |
| | | | Career awareness activities | CFKR career materials | |
| | | | Course selection process for high school | Local school developed materials | |

**Evaluation Plan:** Sixth-grade students will be given a "pretest" and a "posttest." The counselor will assist the classroom teachers in this task. Seventh-grade students will be questioned both before and after the units are taught to determine their level of achievement and their perceived needs. The counselor and teachers will work together to accomplish this. Eighth-grade students will complete a career survey and do follow-up research to assess their level of knowledge and application of knowledge learned. They will then be evaluated on their understanding of the concepts that have been taught.

| | | | | | |
|---|---|---|---|---|---|
| 28 | 60 | Sixth | Demonstrate competency in using the Career Finder computer program | Career Finder computer program | Teachers |
| | | | Demonstrate by reading competency in using OOH | OOH | Teachers |
| | | | Keep a career folder<br>(1) printout of best/worst careers<br>(2) printout of reactions to the best career(s) | Career Finder Computer Program<br>OOH<br>Bank Street Writer Plus | Teachers |

**Evaluation Plan:** Twice during the school year (middle and end of school) evaluation will be based on (1) career education notebooks--either the student has the assignments or he doesn't; (2) the presentation--either the student knows what he is talking about or he doesn't. Classroom teachers and I will be doing the evaluations.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 29 | 180 | Seventh | Study Skills-- | | Counselor |
| | | | Small groups | Study Series Multi-Media Program | Social Studies Teacher |
| | | | Classroom presentations | | |
| | | | Individual counseling | | English Teacher |
| | | | Self-concept-- | | Counselor |
| | | | Classroom presentations | Building A Champion Manual | Music Director |
| | | | Large/small groups | | Reading Teacher |
| | | | Individual counseling | | English Teacher |
| | | | Newsletter articles | Liking Me Media Program | Building Admin. |
| | | | Special programs to be developed | | Professor |
| | | | Career Education-- | | Counselor |
| | | | Classroom presentations | E-WOW Computerized Career Program | Reading Teacher |
| | | | Individual counseling | | |
| | | | Newsletter articles | | |

**Evaluation Plan:** Students will complete informal evaluation instruments at the conclusion of each activity or unit. Insights of teaching staff will be solicited, as will comments from administrative staff. Changes in student attitudes and behaviors will be noted, as well as the program's effect upon the schools guidance program.

| | | | | | |
|---|---|---|---|---|---|
| 30 | 350 | Seventh | Use appropriate levels of material, produce study aids to share with students in classes | "Study Skills for Success"<br>"Work Skills Resource Manual" | Counselor<br>Teachers |
| | | | Teachers produce own material for their specific discipline | "Resource Book for Special Ed Teachers" | |
| | 350 | Seventh | Classroom presentation | "Counseling Students Through Their Individual Learning Styles" | Counselor |
| | 350 | Seventh | Two group sessions | "Group Interest Sort" | Counselor |
| | | | Interest inventory | E-WOW | |
| | | | | Worker Trait Group Guide | Teacher |
| | | | Explore Career materials | OOH | |

**Evaluation Plan:** Students will receive four written progress reports from each teacher (one each quarter) assessing the student's mastery of study skills. Reports will be mailed to parents four weeks before the end of each grading period. Students will be asked to demonstrate skill in using their learning styles by reporting their success in a brief written report to be sent home to parents. Students will demonstrate knowledge about at least one career cluster by participating in a small-group discussion along with other students with similar interests. The Phillip 66 method of reporting, recording, and sharing will be used.

| | | | | | |
|---|---|---|---|---|---|
| 31 | 210 | Seventh | Complete the Job-O interest inventory | JOB-O Interest Inventory | Counselor |
| | | | Use games, classroom discussions and written activities | JOB-O Dictionary<br>Career guidance posters<br>"Career Book" | |

**Evaluation Plan:** When the unit is completed, students will be quizzed on their knowledge of their three personal career interest areas and how those relate to the job clusters. This will be both oral and written. The student will also be able to, when presented with visual or verbal information on particular careers, identify the cluster the career belongs to.

| | | | | | |
|---|---|---|---|---|---|
| 32 | 75 | Fifth | JOB-O Career planning booklet | Filmstrips | Counselors |
| | | | Children's Dictionary of Occupations activities | Speakers | Employers<br>Parents |
| | | | Career day | | |
| | 100 | Eighth | COPS-R | Filmstrips | Counselors |
| | | | Research DOT, OOH | Computer | English Teacher |
| | | | COIN | Speakers | |
| | | | Research paper | | |

**Evaluation Plan:** The fifth-grade students will complete the JOB-O activity sheets. The students will complete activity sheets used with the Children's Dictionary of Occupations. The eighth-grade students will complete the COPS-R. They will use the COIN and receive a printout. They will submit research using the OOH and the DOT on three selected careers.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 33 | 400 | Sixth | Group guidance<br>Video (PIES) | E-WOW booklets | Elementary Teachers |
|  | 160 | Seventh | Group guidance | Video PIE | Counselor |
|  | 160 | Seventh | Study skills | Video | Social Studies Teacher |
|  | 160 | Eighth | Group guidance | Video | Counselor |
|  | 160 | Eighth | Study skills | Video | History Teacher |
|  | 160 | Eighth | Career Finder<br>Group guidance | Computer | Math Teacher |

**Evaluation Plan:** I plan to create a worksheet for each of the activities for the students to fill out. Information will be recorded on their permanent record folder starting in the sixth-grade and passed on to the high school. Students, teachers, and parents can be more aware of their career interests and goals.

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 34 | 40 | Seventh | Grade-level overview | Teachers | Counselor |
|  | 40 | Eighth | Class presentations | Speakers--area businesses | Math/Science |
|  |  |  | Group techniques | Willoughby Career Center | Faculty<br>Career Center |
|  |  |  | Individual techniques | Materials-- | Community Employers |
|  |  |  | Student surveys/assessments Career, study skills, self-concept | Career awareness<br>Study Skills<br>Self-concept | Parents |
|  |  |  | Career-exploration day |  |  |
|  |  |  | Willoughby Career Center activities |  |  |
|  |  |  | Video cassettes |  |  |
|  |  |  | People Builder program |  |  |
|  |  |  | Parent's night |  |  |

**Evaluation Plan:** (1) teacher/classroom written tests (one semester); (2) year-end surveys--self (students), teacher evaluation of program and observations; (3) final guidance report and summative mailing to parents.

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 35 | 105 | Fifth | Group projects | Workwindows<br>Bulletin board<br>Wall charts | Teachers<br>Counselors<br>Community Resources |
|  | 110 | Sixth | JOB-OE | JOB-O-E<br>JOB-O Dictionary<br>Wall charts<br>Visuals | Parents |
|  | 100 | Seventh | Quest Program | Quest curriculum Changes<br>Degrassi Junior High video |  |
|  | 120 | Eighth | JOB-O | JOB-O<br>JOB-O Dictionary<br>Audio visuals |  |

**Evaluation Plan:** Fifth grade--at the completion of the "hands-on" packet, it will be evaluated for accuracy. Students will be observed and questioned in discussion. Sixth grade--completion of assessment and knowledge of selves in journal entries at the end. Seventh grade--during and at the end of each unit by their demonstrations, projects, journal entries, and quizzes. Eighth grade--at the completion of assessment through discussion and journal entry.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 36 | 450 | Sixth<br>Seventh<br>Eighth | Classroom sessions on<br>Self-concept<br>Study skills<br>Career awareness | People Builders, Inter.<br>Sunburst--Study Skills<br>Using the People Building and study skills (developmental areas) | Counselor<br>Teachers |

**Evaluation Plan:** Evaluation will be done by asking the students to choose two to three areas of their competencies through a self-evaluation. They also will be asked to do one or more questionnaires, checklists, discussion, and observation. Counselor and teacher will observe and note any changes in behavior.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 37 | 250 | Eighth | Watch "Dropping Out of School"<br>Complete careers interest inventory and JOB-O lessons<br>Study skills activities<br>Prepare plans for transition to high school | Videotape<br>Poster set<br>Handouts<br>Surveys | Teachers<br>Counselors |

**Evaluation Plan:** (1) Observation of student's work and behavior during the year. (2) Observation of note-taking and overall student work organization. (3) At the year end, have students write a short evaluation of their career and study-skill exposure. This evaluation will show the student's perception of the process. (4) I will write my evaluation of the process at year end and compare with the students. I will write mine before I read the students so I can get a true comparison.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 38 | 285 | Sixth | Study skills units from Sunburst and NASSP publication<br>Lessons on listening skills (Welch Publishers)<br>Rank preferences among six major job groups<br>Workbook activities to create self-awareness | "Study Skills for Success"<br>Cassette tape<br>JOB-O<br>JOB-O Dictionary | English/Math Teachers<br>Counselors<br>Librarian<br>Parents |
| | 280 | Seventh | Use computer program to enter interests and abilities and link career choices to determine if they "fit"<br>Computer printout of relevant information<br>Library search on careers resources | Apple computer<br>"Career Find" disk and batch<br>Computer printout<br>Library resources--books, pamphlets, career files, etc. | Computer Teacher<br>English Teacher<br>Counselors<br>Librarian<br>Parents |
| | 285 | Eighth | Students select careers in relation to their interest and ability and correlate these with high school course offerings and mock-up of a 4-year tentative educational program | Computer (Apple)<br>ACT "Discover" disks<br>Printouts<br>Course selection booklets | English/Social Studies Teacher<br>Counselors<br>Librarian<br>Parents |

**Evaluation Plan:** At each grade level, teachers will design a culminating activity which will require the use of skills developed regarding study and test-taking skills, career awareness, and career choices in correlation with educational planning. Teachers, parents, and students will be surveyed to determine their evaluation of the program and an opportunity for positive criticism for improvement if needed.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 39 | 150 | Seventh | Discuss and explain program with seventh-grade teachers | | |
| | | | Explain interests and personalities-occupations | | Teacher<br>Counselor |
| | | | Answer questionnaire--"Career Finder" | | |
| | | | | Computer program-Load | |
| | | | | Information Aids | |
| | | | Pass out printout | DOT and OOH | |
| | | | Explain use of DOT and OOH | Evaluation | |
| | | | Evaluate the program after discussing with parents | | |

**Evaluation Plan:** Students will be asked to explain the use of the DOT and OOH. They will be asked to list the occupation that most closely resembled their answers and discuss it with their parents. An evaluation will be given to students and teachers on how to improve for next year.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 40 | 130 | Fifth | Introduction | Filmstrips | Counselor |
| | 100 | Fifth | Interest inventory | E-WOW | Teacher |
| | | | Interviews | Children's Dictionary of Occupations | Librarian |
| | | | Career report | Library | Parents |

**Evaluation Plan:** Since we have nine-week grading periods, students will do their oral career presentations during the ninth week. They will be graded on content, organization, and presentation. I will evaluate their oral presentation and their classroom teacher will grade their written paper. The students and their teacher will each complete an evaluation form which I will prepare on the relevance of the program.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 41 | 120 | Eighth | Classroom sessions with respect to: (1) explanation of high school courses--those required and those elected; (2) world of work--different career clusters as they relate to aptitudes and interests and personal characteristics; (3) discussions | Worker Trait Group Guide<br>Videotapes<br>Books, handouts, and materials received from this conference<br>Guidance counselor<br>Social studies teacher | Counselors<br>Social Studies Teachers<br>Principal<br>Community Resources |

**Evaluation Plan:** Evaluation will be on the fifth and final session. The students will (1) hand in profiles dealing with the aforementioned results and goals; (2) participate in group discussions dealing with how they felt and what they learned, and (3) review subject matter presentations for commendations and recommendations.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 42 | 200 | Sixth | "How to Study" unit | Filmstrips<br>Teacher-prepared materials | Counselor<br>Teacher |
| | | | Miniunit on self-esteem | Filmstrip: "Liking Me: Building Self-Esteem" | Counselor<br>Teacher |
| | | | Miniunit on stress management | Filmstrip: "Dealing With Stress" | |
| | 200 | Seventh | "How to Study" lesson | Filmstrip: "Learning from a Textbook" | Counselor<br>Teacher |
| | 200 | Eighth | Trips to career centers | Career centers | Career center personnel |
| | | | "Career-Exploration" unit | Books, videotape, handouts | Teachers<br>Counselors |
| | | All Levels | Career days | Resource speakers | Community Personnel<br>Parents<br>Counselors |

**Evaluation Plan:** Evaluation will take place throughout the year. I will check grades and test scores, observe and talk with students, and ask teachers about their observations.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 43 | 60 | Tenth | Classroom activities | Harrington-O'Shea<br>AEL Worker Trait Group Activities Unit | Counselors |

**Evaluation Plan:** All students will be asked at the completion of this program to list the following: (1) job cluster(s) related to them as a result of the activities; (2) specific job(s) related to them as a result of the activities.

| | | | | | |
|---|---|---|---|---|---|
| 44 | 275 | Fifth-Sixth | Classroom presentations and worksheets | Worksheets | Teachers<br>Counselor |
| | | | Computer and videos for small groups | Software VCR | |
| | 150 | Seventh | Classroom instruction | Jobs for the 90s<br>P.I.E.S.<br>Occupational Map<br>Values Auction | Counselor<br>Teachers |
| | | | Self-directed search | OCIS and computer software | |
| | 155 | Eighth | Classroom instruction | Speakers, films, tours, etc. | Principal<br>Counselors |
| | | | Self-directed search | OCIS and computer software | Teachers |

**Evaluation Plan:** Feedback from teachers and students as well as responses to worksheets will be used in the lower grades. Eighth graders will complete a research paper on a chosen career in connection with the language arts program. Evaluation will also be made by the high school counselors by informally surveying the appropriateness of course requests.

| | | | | | |
|---|---|---|---|---|---|
| 45 | 350 | Seventh | Self-concept perception forms<br>Small-group forms<br>Computer disks (Wintergreen) | Self-concept Perception form<br>Wintergreen & OCIS computer disks<br>Videotapes on career clusters<br>Teachers--7th & 8th grade team<br>Rotary Club and Cinti Bell Employees Cinti Collaborative | Seventh Grade Team Teacher<br>Counselors<br>Rotary Club Members<br>Cinti Bell Employees<br>Cinti Collaborative Members |

**Evaluation Plan:** Students will be evaluated by interest and general motivation in team sessions; participation in shadow experience and completed journals; written and complete form outline of the career cluster and outline for their future; career-cluster outline map of what they hope their career goals will be and how to reach these goals; student evaluation completed of their entire team approach and success.

| | | | | | |
|---|---|---|---|---|---|
| 46 | 45<br>47 | Seventh<br>Eighth | Group-guidance sessions | Worker Trait Group Guide<br>Career Finder<br>OIS<br>Study Skills for Success | Counselors<br>Teachers |

**Evaluation Plan:** Students will be asked to do self-evaluations in the area of study skills, career awareness, and self-awareness. Teachers will be asked to observe the students and indicate whether there has been growth in each of these areas.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 47 | 200 | Seventh | Four sessions of 30 students each | Study Skills for Success | English and Social Studies Teachers |
|  | 200 | Eighth | Testing and discussions--groups of 30 | Harrington-O'Shea<br>Dilemma Game<br>H.S. Planning<br>Speakers in Careers | Social Studies Teacher<br>English Teacher |
|  |  |  | Students at risk--individual and groups | Becoming a Champion<br>Positive Influence Tapes |  |

**Evaluation Plan:** Mostly by observation--do the seventh graders have better study skills, better test scores? Comparison of early (papers, tests, etc.) of seventh graders before and after. Eighth graders will be asked to write a short paragraph about a career-cluster choice--before interest inventory and decision-making are completed and another after completion. Teacher observations are vital.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 48 | 200 | Seventh | Large and small group guidance on special areas<br>Self-awareness, jobs available in world of work<br>JOB-O used with seventh-grade survey and dictionaries | Interest survey<br>Career planning folder<br>Job dictionary<br>OCIS<br>Library<br>Parents<br>Teachers<br>Principal | Counselors<br>Librarian<br>Parents<br>Teachers |
|  | 200 | Eighth | Career Decision-Making System<br>OCIS information registration |  |  |

**Evaluation Plan:** Evaluation will be an ongoing process. At the end of each day of the workshop, there will be an oral evaluation. On the last day there will be a written evaluation of the information presented. At the end of two weeks there will be a one day follow-up to measure retention and emphasize that career learning is an on-going process. At the time of registration for the next year's classes, the information will again be used in the scheduling process. A letter will be sent home to parents asking them to discuss with students the learning and further questions about the career guidance unit that parents or students may have.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 49 | 350 | Seventh | Job-O administered |  | Counselors |
|  | 350 | Eighth | COPS administered<br>Explanation of high school courses |  | Teachers |

**Evaluation Plan:** Feedback from the students: Ask students to write a paragraph on how they have been helped.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 50 | 85<br>65 | Fifth<br>Seventh | Administration of interest survey | E-WOW | Counselors |
|  |  |  | Discussion of results<br>Exploration of career possibilities<br>Introduction to a variety of available career resources | JOB-O | Counselors |

**Evaluation Plan:** Fifth graders will share orally two or three careers that match their interests. A brief evaluation will be given to them asking "What Did You Learn Today?" Eighth graders will identify three careers that match with their interests. They will choose one, explore it using career information materials, and write a brief report. Students will be asked to complete a form asking them "What Did You Learn Today?"

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 51 | 15 | Sixth | Identify specific skill areas for change via skills map | Personal Skills Map | Counselor<br>Teachers |
|  | 15 | Seventh | Once specific skills are noted talk with student to see if they will commit to the process | Entire resource packet--"Becoming A Champion" |  |
|  |  |  | Student sets goals |  |  |
|  |  |  | Help students identify what interests them | Focus on behavior goals |  |
|  |  |  | Students describe their reactions | Use skill builders |  |
|  |  |  | Discuss beliefs | Use group and individual process |  |
|  |  |  | Use positive influence tapes |  |  |

**Evaluation Plan:** The students will be asked to do a self-evaluation through posttest in the spring. Students, teachers, and I will help in the evaluation process. The best test will be whether the students changed their self-images and behaviors. That will be determined through discussions with students, posttests, observation, and descriptive cards.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 52 | 160 | Eighth | Group guidance | Career Finder OOH, OCIS<br>Chronicle Guidance COIN | Counselors<br>Teachers |
|  | 175 | Ninth | Group guidance | GATB orientation and interpretation notebooks |  |

**Evaluation Plan:** Evaluations will be based on verbal discussions (group and individual) with the students, the successful completion of their career-study worksheets, and completion of their curricular plans.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 53 | 165<br>162<br>168 | Sixth<br>Seventh<br>Eighth | Group guidance and individual counseling on study skills | Videos--"Future Planning Through Career Exploration" | Counselor<br>Teachers<br>Parents |
|  |  |  | Group guidance and individual counseling on interest clusters and surveys | Handouts--Study Skills for Success and Career Information in the Classroom |  |
|  |  |  | Student-centered computer work |  |  |
|  |  |  | "Paving the Way" group meeting with parents and students | COIN software of occupations<br>CDM software<br>OOH, DOT, Children's DOT |  |

**Evaluation Plan:** Sixth-and eighth-grade students will complete attitude and aptitude surveys. Sixth graders will be given a value clarifications document. Seventh-grade students will take a pretest and posttest study survey. Seventh graders will complete a weekly study schedule and a study checklist. Eighth-grade students will take the OIS, utilize the DOT, OOH, COIN, and CDM computer programs to explore a particular career. Parents will complete an evaluation concerning "Paving the Way" and the study skills project.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 54 | 280 | Seventh | Classroom small groups |  | Counselor |
|  | 280 | Eighth | Classroom | "Transition curriculum |  |
|  | 280 | Ninth | Small group | "Career Finder" |  |

**Evaluation Plan:** All students will complete a self-evaluation. Teachers will complete an evaluation and be asked for feedback periodically during the year.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 55 | 125 | Seventh | Textbook lessons, discussions learning style inventories | Textbooks, teachers, computers | Teachers<br>LD Teacher<br>Counselors |
| | | | Workbooks, textbooks, lessons and discussions | Textbooks, cassettes | |
| | 125 | Eighth | Reports, discussions, role playing, interest inventories<br>Career day | Guest speakers<br>teachers<br>bulletin boards<br>filmstrips<br>videotapes, COIN, OCIS, JOB-O | Teachers<br>Guest Speakers<br>Principal<br>Counselor |

**Evaluation Plan:** Evaluations to be used include: Seventh-grade--teacher-made tests, class assignments, teacher observation, worksheets. The end result will be improved test scores on teacher-made tests and standardized tests. Eighth grade--JOB-O results, research work, reports, class assignments, discussions, role playing (mentor program and career day follow-up evaluations if used). Evaluations will follow activities and lessons.

| | | | | | |
|---|---|---|---|---|---|
| 56 | | Eighth | Testing | Career Finder<br>CTBS<br>Computer | Counselor |
| | | | Data entry (student demographic courses available) | Val Guide<br>Computer | |
| | | | Data entry | Val Guide<br>Test results | |
| | | | Conferences with students and parents | Printout information from Val Guide | |

**Evaluation Plan:** Final evaluation will take place in the Spring by the counselor based on the information contained in the student's folders. Was the information helpful in developing the individual educational plan and in the selection of specific high school courses?

| | | | | | |
|---|---|---|---|---|---|
| 57 | 110 | Ninth | Career decision-making survey | Test instrument | Counselor |
| | | | Career decision-making interpretation | Test instrument | |
| | | | Occupational exploration | OOH, Worker Trait Group<br>OCIS, filmstrips, cassettes, Chronicle Guidance, trip to vocational school, | |
| | | | Subject-career comparison | Computer software and Chronicle files | |
| | | | Career evaluation | Survey instrument | |

**Evaluation Plan:** Curricular subject areas within the school system, e.g., English, math, science, vocational, social studies, industrial arts, will require that students complete at least one assignment during the school year that be submitted for a better grade. The student report must include the following information: salary, training, projected career growth, career description.

| | | | | | |
|---|---|---|---|---|---|
| 58 | 300 | Seventh | Group and individual counseling | Computer rooms | Counselors |
| | 350 | Eighth | Visits to area businesses | Media Center | |
| | | | Play production | Career Center | Nurses |
| | | | Extended day activities--sports, dramatics, field trips | Filmstrips<br>Speakers<br>Teachers | Psychologists<br>Teachers<br>Administrators |
| | | | Job shadowing | Parents<br>Community resources | Career Education Coordinator |

**Evaluation Plan:** I intend to purchase the entire program of the students "at risk" from People Builders International, the skills mapping unit and the JOB-O program to be used in our school. Each has evaluating tools contained in them.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 59 | 30 | Sixth | Large group guidance | Value Sheets | Counselor |
| | 35 | Seventh | Small groups | WTGG, Videos | |
| | 30 | Eighth | Large group/small group--individual counseling | COPS, OCIS, WTGG, Videos | |

**Evaluation Plan:** Sixth grade--(1) in pencil/paper test, students will be asked to name and explain the decision-making process; (2) in either written or oral form, students will apply process to situations. Seventh grade--(1) in either written or oral form, students will name career clusters that they identified with and would like to learn more about, and assess how often career education materials are used. Eighth grade--(1) obtain oral feedback from parents; (2) ask students if they found interest inventory helpful; (3) ask/observation--if student can state career goals during high school scheduling.

| | | | | | |
|---|---|---|---|---|---|
| 60 | 200 | Eighth | In-house career day--presentations by district and building staff explaining their careers | District and Building staff<br>Superintendent Custodians | Counselors<br>School and District Staff and Faculty |
| | | | Interest inventory | Quest | Parents |
| | | | Researching a career choice | Career center and language arts classes | Community Members |
| | | | Career awareness day | Community members and parents | |
| | | | Visit to district vocational school | Faculty | |
| | | | High school scheduling | High school counselors<br>Student handbook<br>Scheduling booklet | |

**Evaluation Plan:** (1) Evaluation form for building faculty and staff on the overall effectiveness of career unit--to be administered in May by me (also developed by me); (2) student questionnaires--one administered in the fall as a pre-evaluation, one administered in the late spring as a post-evaluation--of total career unit; (3) ongoing informal evaluation by program manager.

| | | | | | |
|---|---|---|---|---|---|
| 61 | 125 | Fourth | Interest inventory | E-WOW | Counselor |
| | | | Exploration of job title | Children's Dictionary of Occupations | |
| | 125 | Fifth | Develop knowledge of world of work | Activity masters | Counselor |
| | | | Exploring a variety of job titles | Children's Dictionary of Occupations | |
| | 8-12 | Sixth | Role-play | AGS | Counselor |
| | | | Application of social skills in real-life settings | Social Skills Kit | |
| | | | Self-evaluations | | |

**Evaluation Plan:** Fourth and fifth graders will be evaluated on an ongoing basis according to their assignments and discussions. Sixth graders' evaluation will be based on the assessment tool in the social skills kit. Evaluation results will be presented to the administration to ensure program expansion and continuation in the coming years.

| | | | | | |
|---|---|---|---|---|---|
| 62 | 175 | Seventh | Classroom sessions on decision-making | Filmstrip | Counselor<br>Teacher |
| | 175 | Seventh | Career awareness | "Activities for Individualized Career Exploration" | Counselor and Staff |
| | 175 | Eighth | Complete interest survey and do computer search | Career decision-making system and OCIS computer terminal | Counselor and Student Aids |
| | 350 | Seventh<br>Eighth | Career day | | Community People |
| | 7 | Special Ed | Career unit | Breadwinners | Counselor and Special Ed Teacher |

**Evaluation Plan:** The seventh graders will be asked to use a decision-making model on a specific problem. The special education students will receive a paper and pencil task. The eighth graders will get a "test" on their careers of choice as well as an attitude survey about careers and what they perceive as important.

---

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 63 | 170 | Fifth | Evaluation of study habits<br>Classroom discussion<br>Orientation to parents | Filmstrips<br>Printed materials | All Staff |
| | 170 | Sixth | Video "Stress"<br>Classroom discussion<br>Health unit<br>Positive self-concept | Video<br><br><br>Filmstrips<br>Discussions | Counselors |
| | 160 | Eighth | Assessment of careers | COIN<br>Career Briefs | |

**Evaluation Plan:** Students in grades five and six will be asked to do a self-evaluation. Teachers in grades five and six will be asked to observe any obvious changes. The students in grade eight will be asked to complete a career-assessment inventory and explore careers that were identified.

| | | | | | |
|---|---|---|---|---|---|
| 64 | | Seventh-Eighth | Identify specific skill areas for change by taking Personal Skills Map. Once specific skills are noted, talk to students to see if they will commit to process<br>Goal setting by students<br>Help student identify "What is the problem," "Describe their actions," "Discuss beliefs," use positive influence tapes<br>Focus on behavioral goals (alternatives and solutions and consequences)<br>Use skill builders<br>Use group/individual process | Personal Skills Map<br>Entire resource packet: "Becoming A Champion" | Counselor<br>Junior High Staff |

**Evaluation Plan:** Students will be asked to do a self-evaluation through posttest in the Spring. Students, teachers, and I will help evaluate. The best evaluation tool will be--has the student changed his/her self-image and behavior? (Talk to/with "at-risk" students, posttest (compare), observe, check discipline cards)

| | | | | | |
|---|---|---|---|---|---|
| 65 | 75<br>70<br>85 | Sixth<br>Seventh<br>Eighth | Classroom instruction on decision-making<br>Classroom instruction on study and test taking | Dittos, videos, filmstrips, speakers | Homeroom Teacher |
| | | | Classroom instruction on career planning | E-WOW, posters career day, other speakers<br>JOB-O, handouts | Counselor<br>English Teacher |

**Evaluation Plan:** The sixth-, seventh-, and eighth-grade teachers will observe their students to determine improvement in study skills. Students and parents will answer a short questionnaire concerning the value of the instruction in decision making and career planning.

| | | | | | |
|---|---|---|---|---|---|
| 66 | | Seventh<br>Eighth | Small group | Worksheets/discussion<br>Videos<br>Computer disk | Counselor |

**Evaluation Plan:** The targeted group will use worksheets personalized for them and participate in discussion group sessions.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 67 | 200 | Eighth | Filmstrip and discussion | Interest inventory<br>Selecting Courses for Your Career (AEL) | Counselors |
| | | | Complete interest inventory | Filmstrips | |
| | | | Do workbook and WTGG | WTGG | |
| | | | Do career planning and four-year high school program | Handouts | |
| | | | Complete evaluation | Chronicle Guidance Occupational Information | |

**Evaluation Plan:** I will evaluate the success of the objectives by analyzing the completed interest inventories and completed workbook, and by discussions with students about their plans, and observation of student progress in completing objectives. I will also evaluate the written material on a specific career and in written form will have students state how they have personally benefited from the career unit.

| | | | | | |
|---|---|---|---|---|---|
| 68 | 39 | Seventh | Using questionnaires, checklists, games, activities, discussion questions, and projects, students will experience a range of study skills, such as getting organized, finding the best time and place to study, listening for meaning, developing good study habits, finding and remembering facts and taking tests. | Harrington-O'Shea (Career Decision-Making System used with OCIS)<br>Sunburst Communications "Study Skills For Success"<br>People Builders International "Becoming a Champion"<br>Meridian Education Corporation: Worker Trait Group Guide<br>Materials from workshop, school library, OCIS | Counselor<br>Principal<br>Librarian<br>Teachers<br>Speakers |
| | 45 | Eighth | Identify occupations that relate to personal interests, aptitudes, and job values<br>Identify subjects in school that can help develop skills and knowledge<br>Demonstrate a knowledge of the world of work through career clusters and job-entry requirements<br>Describe work-related personal characteristics or values<br>Identify one or two career clusters that pertain to student's interests, aptitudes, and abilities<br>Identify two or more jobs in the career cluster that relate to interests, aptitude, and ability<br>Identify and plan for courses in high school that would help a student enter the selected occupation | | |

**Evaluation Plan:** Evaluation will be based on several areas. Written tests, observation by student, counselor and classroom teachers, verbal discussions and written reports will be used to monitor program effectiveness.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 69 | 120 | Fifth | Students will participate in interest surveys at various grade levels | E-WOW<br>Choices Jr.<br>Self-Directed Search<br>OOH<br>Career guides<br>Visual materials<br>Speakers | Counselors<br>Classroom Staff<br>Library Staff |

**Evaluation Plan:** All students using career materials will be asked to self-evaluate their own learning. Staff will evaluate each activity by asking students questions within the group setting, by observing student use and understanding of materials, by using written quizes and questionnaires. Some students will prepare posters, written reports, and hopefully VCR "Minute" advertising spots.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 70 | 210 | Eighth | Written paper<br>Small-group discussions<br>Teacher/counselor observations | Library aids<br>Teachers/Counselors<br>All materials collected at the workshop | English Teachers<br>Counselors<br>Parents |

**Evaluation Plan:** Evaluation will be an ongoing process. Oral presentations and group discussions will be only a part of the total evaluation. Throughout the remainder of the semester (after group discussions) close contact with all eighth-grade teachers will be kept in order to determine what changes in student attitudes and behaviors are noted. This should reflect possible changes in one's self-awareness and perception of education as an important factor in securing work.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 71 | 200 | Sixth | Video computer<br>School subject--careers<br>Demonstration and introduction | Computer program School Subject-Careers<br>JOB-O Dictionary<br>Cluster charts<br>Introduction to concepts and general theme of the Worker Trait Group Guide | Study Hall Teacher<br>Counselor |
| | 230 | Seventh | Videos and computer activities<br>Activities and discussion based on Worker Trait Group Guide | Computer program School Subject-Careers<br>Career Scan<br>Career Information<br>Individual & small group use in media center | Co-Teaching with Health Teachers |
| | 230 | Eighth | Above and individual assignments | Similar to seventh plus more work in career study requirements with career information 4 disks & OOH | Counselor |
| | | Special Educ | LD and DH appropriate | E-WOW | Counselor |

**Evaluation Plan:** Sixth-grade evaluation--ongoing class discussion, group activities, and a written "reaction" to what they have done. Special education students and "at-risk" students will be evaluated by changed behavior. Seventh-grade students will give evidence of learning by use of our computer, video and reference materials via check-out, sign-up, and follow-up discussion. Eighth-grade students will give evidence of growth by discussion, written comments, more realistic high school schedule choices on reasonable basis.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 72 | | Eighth | Career exploration<br>Career day | COPS<br>Speakers<br>Parents | Counselor |

**Evaluation Plan:** A written evaluation will be obtained from each student, teacher, and parent.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 73 | 355 | Seventh | Small-group discussion on self-esteem and positive attitudes<br>Small-group sessions with oral and written presentations on study skills and decision-making<br>Large-group presentation on test-taking skills/small group interaction sessions with computer disk<br>Large-group discussion on career planning and assessment<br>Career day for entire school with oral and written evaluation from staff and students | Videotapes<br>Speakers<br>Handouts<br>Worksheets<br>Field trips<br>Filmstrips<br>Computer disk useage<br>Use of Quest program | Counselors<br>Community Agencies<br>Career Educ Specialists<br>Parents<br>Teachers |

**Evaluation Plan:** Evaluation will be an ongoing process. It will be done through a variety of ways. Small-group discussion, oral and written presentations dealing with career education components, test-taking skills, and feedback from staff, students, and community. Teachers will be asked to observe and note obvious changes in student behavior. Students will be asked to identify and list two areas of growth in self-esteem and decision making.

| | | | | | |
|---|---|---|---|---|---|
| 74 | 240 | Sixth | Group guidance lessons--self-concept, strengths, weaknesses, interests, job clusters<br>Small groups<br>Individual interviews | Activities/Worksheets<br>Speakers<br>Audio Visuals<br>E-WOW<br>Discussion<br>Teachers<br>Inventories<br>STEP program (parents)<br>Vocational Information (parents | Counselor<br>Principal<br>Career Education Coordinator<br>Teachers |

**Evaluation Plan:** All sixth-grade students will be evaluated. They will be given a self-concept checklist before and after the 10-week sessions (hopefully, self-concept will be higher after the classes). Students will complete interest inventories and be able to identify their areas of interest. Various worksheets will be used to access strengths-weaknesses. All students will complete the E-WOW questionnaire and be able to interpret the results. (I will have a short interview with each student to discuss results.) Parents will fill out an evaluation form. Class participation and teacher-counselor observation will also be used to evaluate and identify students needing extra help.

| | | | | | |
|---|---|---|---|---|---|
| 75 | 400 | Seventh | Staff inservice/updates | | Counselor |
| | | | Group guidance | CAI Test Kit | Teacher/ Counselor |
| | | | Small groups | "Becoming a Champion" | Counselor |
| | | | Individual sessions | Reminder cards | Counselor |
| | | | Classroom speakers | Persons in world of work | Outside Speakers |
| | | | Parent sessions | "Focus on the Future" packets | Teacher/ Counselor |
| | 400 | Eighth | Staff inservice/updates | | Counselor |
| | | | Group guidance | Career Finder Set<br>Career Book | Teacher/ Counselor |
| | | | Small Groups | OOH/OCIS | Counselor |
| | | | Individual session | "Becoming a Champion" Reminder cards | Counselor |
| | | | Classroom speakers | Persons in the world of work | Outside Speakers |
| | | | Parent session | "Focus on the Future" packets | Counselor/ Teacher |

**Evaluation Plan:** A self-evaluation questionnaire will be given to all seventh and eighth graders encompassing items related to self-esteem, abilities, communication, and interests. Selected students will be asked to do a self-profile designed to link that profile with a future aspiration. Survey parents/teachers on their observations of evidences of the growth and attitudes of any kind.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 76 | 550 | Sixth<br>Seventh<br>Eighth | Group guidance on study and test-taking skills and decision-making skills | Filmstrips<br>Video<br>Handouts<br>Speakers<br>Discussions | Classroom Teacher |
|  | 60 |  | Small group at risk students given intensive work on study skills on a weekly basis | Videos<br>Workbook<br>Handouts<br>Posters<br>Speakers<br>Computer | Counselor |
|  |  | Eighth | Group guidance to develop a career plan | Video, COPS II, COPS Brief, COPS Booklets, DOT, Library, Speakers, Parent Night, Field Trip | Teacher and Counselor |
|  |  |  | Individuals develop high school educational plan | Interest survey,<br>Test results<br>Teacher recommendation<br>Academic record<br>Student input<br>Parent input | Counselor |

**Evaluation Plan:** Teachers will be asked to observe and note any changes in study skills and decision-making skills. There will be a comparison of the percentage of at-risk students from the preceding and current school year. The counselor will take note of any positive changes of grades from the preceding year. Counselor will observe if students are better prepared to develop an educational plan.

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 77 | 90 | Ninth | Videotapes<br>Lecture and discussion<br>GATB & OIS administration and interpretation | Videotapes<br>GATB, OIS interpretation materials<br>Worker Trait Group Guides | Classroom Teacher<br>Counselor |

**Evaluation Plan:** Material on values will be evaluated by the successful completion of written activities, participation in classroom discussions, and performance on a written exam. Material on interests and aptitudes will be evaluated by the successful completion of test-interpretation materials, and written assignments using the WTG. Material on temperament will be evaluated by the observation of student participation by the instructor.

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 78 |  | Seventh | Large-group setting<br>Better study skills<br>Interest inventories | Videotapes<br>Printouts | Social Studies Teachers<br>Counselors<br>Math Teachers |
|  |  | Eighth | Test-taking skills<br>Interest survey | Mimeographed sheets<br>Standardized test | Counselor<br>Teachers |

**Evaluation Plan:** The exiting eighth graders will be asked to write a summary of their future career plans and the end of the year retention (failure) list will be used as a comparison against the past for both grade levels. The progress of both grade levels will be observed by the teachers and progress reports.

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 79 | 350 | Seventh | Questionnaires<br>Checklists<br>Games<br>Activities<br>Discussion questions | "Study Skills for Success"<br>Sunburst Publications | Counselors<br>Social Studies Teachers |
|  | 325 | Eighth | Discussion, completion of interest survey (self-scoring) | Harrington O'Shea Career Decision-Making System | Counselors<br>English Teachers |

**Evaluation Plan:** Teachers will actually do an evaluation since I find that junior high students do well when they get a "grade" for something or credit in class. Staff support lends a lot of credibility to our efforts and our total program.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 80 | 200<br>200 | Seventh<br>Eighth | Class size groups-study skills take surveys, participate in lessons | Textbooks<br>Workbooks<br>Handouts<br>Surveys | Counselors<br>Teachers |
| | | Seventh | Career orientation/exploration | Worker Trait Group Guide | Counselors<br>Teachers |
| | | | Simple career exploration | Handouts | |
| | | Eighth | Interest survey | Career game | |
| | | | Career exploration | OCIS | |

**Evaluation Plan:** Study skills--I will use the study-habits survey in a pretest and posttest situation to identify improved study techniques. Success will be determined by the number of increased study responses in positive study techniques. Career orientation/exploration by each student completing the assigned task, the students will have showed the appropriate knowledge or skill.

| | | | | | |
|---|---|---|---|---|---|
| 81 | 200-250 | Sixth | Group guidance with respect to self, career, study skills, family, peers | Filmstrips<br>Professional literature | Counselor<br>Teachers<br>Administrators |
| | 400-425 | Eighth | Motivation and attitude towards job and life skills<br>Individual guidance/counseling in the areas above as needed | VHS tapes/programs<br>Inventories, interest checklists, evaluations<br>Handouts/assignments<br>Teachers<br>Administrators | Career Education Coordinator |

**Evaluation Plan:** Evaluation will occur in the form of "counselor-made" pre- and post-evaluations in the areas of self, career, study skills, family and peer relations, and motivation and attitude toward job and life skills. Students will fill these in and compare pre- and post-evaluations as I direct them. I will also give students an evaluation in January and May of the entire project/process. I will use verbal contact with our teachers and administrators in my evaluation to see if they've noticed student improvement in the areas of self-esteem, peer relations, attitude and motivation, and organization and study skills. Pre- and post-evaluations and the two overall evaluations will be brief.

| | | | | | |
|---|---|---|---|---|---|
| 82 | 290 | Seventh | Classroom session | JOB-O<br>JOB-O Dictionary | Teacher<br>Parents<br>Counselors |

**Evaluation Plan:** Teachers will be surveyed for reactions and comments/suggestions. Parent response will be requested through a newsletter. Students will complete a self-evaluation.

| | | | | | |
|---|---|---|---|---|---|
| 83 | 250 | Eighth | Group guidance activities<br>(1) Self-awareness<br>(2) Interests<br>(3) Abilities<br>(4) Career Awareness Day | Videotapes<br>Interest survey<br>Filmstrips<br>Staff<br>Speakers<br>Field trips<br>Handouts | Counselors<br>Administrators<br>Career Education Liaison<br>Parents<br>Peer Group |

**Evaluation Plan:** (1) Evaluate the project at the end of the school year. (2) Ask the council to develop two evaluation sheets, one for staff and the other for students. (3) Judge the success of the students based on the comments from the evaluation sheets. Staff will also be asked to note observations of students' behavior and attitudes towards career education.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 84 | 198 | Seventh | Explore job market | Parents or relatives careers | Classroom Teachers or Counselor |
| | | | Explore interests | Self-awareness dittos<br>Interest sort | |
| | | | Explore careers | Job awareness ditto | |
| | | | Learn source of information | JOB-O Dictionary | |
| | 220 | Eighth | Learn interests | Worker Trait Interest Survey | |
| | | | Choose tentative career | JOB-O | |
| | | | Learn about careers | Worker Trait Guide | |
| | | | See vocational demonstration | Vo-ed students | Vo-Ed Students |
| | | | Obtain specific information about one career | OCIS or Comp-U-Score | Counselor |
| | | | Study CAT | CAT results | Counselor |
| | | | Make out high school schedule | | Counselor and Parents |

**Evaluation Plan:** Seventh graders will be evaluated at the completion of the two-week unit. Students will write a paragraph stating goals for a career based on interests. They will also complete a vocabulary list. Eighth-grade students will write a paragraph about a chosen career, including information about the career, based on the Worker Trait Guide. They will understand abilities and aptitude as measured by the California Achievement Test and relate both to the high school subjects they choose for grade nine.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 85 | 200 | Eighth | Take CAPS interest inventory | CAPS interest inventory | Counselors |
| | | | Complete career profile | CAPS career booklets | Teachers |
| | | | Research job by using career-cluster booklets and occupational-outlook handbook | Occupational Outlook Handbooks<br>Handouts<br>Teacher study halls | |

**Evaluation Plan:** Students' completion of the interest inventory and profiling out their career cluster would be one main way of evaluating their understanding of their highest area of interest. Having students researching a career thoroughly by completing an occupational study sheet on their main job choice would be the second main way to determine their understanding of the occupational choice.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 86 | 300 | Seventh | Conduct class guidance lessons on the following topics<br>(1) Decision-making<br>(2) Career exploration<br>(3) Study skills<br>Conduct programs such as the following:<br>(1) Career day<br>(2) Job shadowing<br>(3) Career community projects<br>(4) Field trips to work world sites<br>(5) Parent-career night | Filmstrips<br>Videotapes (Meridian)<br>Speakers<br>Teachers<br>Community workers<br>Inventories<br>People Builders<br>Personal Skills Maps<br>Computers/Software | Counselors<br>Community Employees/Employers<br>Parents<br>Teachers |

**Evaluation Plan:** Evaluation will take place at the end of each grading period. The evaluation tools to be used are: (1) written tests; (2) group projects; (3) group displays; (4) increase in GPA and test scores in the academic arena; (5) written parent inventory; (6) written community inventory.

| School | Estimated Number of Students | Grade Level | Activity | Resource to Be Used | Staff Implementation |
|---|---|---|---|---|---|
| 87 | 120 | Eighth | Classroom lessons | Interest inventory | Counselor |
| | | | Individual research | Library materials | Classroom Teacher |
| | | | Career week | Counselor's Library<br>Community members | |

**Evaluation Plan:** Students will complete interest inventories. Students will show results of their research and indicate their criterion for selecting a given career through completion of assignments. These will be evaluated by the classroom teacher or counselor (depending on the activity). Students will evaluate their career week experiences.

# Appendices

---

## List of Conference Participants
## Presenters, and Staff

---

## Appendix A

# List of Participants, Presenters, and Staff at the Ohio Middle School and Junior High School Career Guidance Conference June 24-26, 1987

### Participants

Betty Adams, Counselor
River Valley School
1239 Columbus-Sandusky Road, West
Marion, OH 43302
(614) 387-4261

Homer Adams, Counselor
Greenbriar High School
11810 Huffman Road
Parma, OH 44130
(216) 845-8440, Ext. 8

Michael Amos, Guidance Counselor
Delhi Junior High School
5280 Foley Road
Cincinnati, OH 45238
(513) 922-8400

Steve Arnold, Guidance Counselor
Marietta Middle School
7th and Glendale
Marietta, OH 45750
(614) 373-3276

Glenn Ayres, Principal
Woodsfield Elementary School
N. Paul Street
Woodsfield, OH 43793
(614) 472-0953

Susan Bilbrey, Counselor
Eastwood Junior High School
4800 Sugar Ridge Road
Pemberville, OH 43450
(419) 833-6011

Glenn Bitner, Principal
West Geauga Middle School
8611 Cedar Road
Chesterland, OH 44026
(216) 729-9561

Lauren Boyles, Guidance Counselor
South Central Middle School
102 W. Ashtabula Street
W. Fairfield, OH 44855
(419) 744-2307

Ben Buckles, Counselor
Granville Middle School
130 N. Granger Street
Granville, OH 43023
(614) 587-1484

Mary Burget, Counselor
Ottawa and Glandorf Elementary
630 Glendale
Ottawa, OH 45875
(419) 523-5261

Marlene Csillag, Counselor
Olentangy Middle School
814 Shanaba Road
Delaware, OH 43015

Douglas Cannon, Guidance Counselor
Crooksville Elementary
12400 Tunnel Hill Road
Crooksville, OH 43731
(614) 982-7010

Bill Canter, Guidance Counselor
Roosevelt Junior High School
621 Mt. Vernon Road
Newark, OH 43055
(614) 366-2405

Robert Casey, Principal
Galion Middle School
200 W. Walnut Street
Galion, OH 44833
(419) 468-3134

Denny Chapman, Elementary Coordinator
Pike County Board of Education
Box 578
Piketon, OH 45661
(614) 289-4171

Diane Chapman, Elementary Counselor
Eastern Local School
P.O. Box 57
Beaver, OH 45613
(614) 226-4191

Mary Chilton, Counselor
Southmoor Middle School
1201 Mole
Columbus, OH 43207
(614) 444-6834

Betty J. Claytor, Counselor
Alexander Hamilton School
3465 E. 130 Street
Cleveland, OH 44120
(216) 561-3880

Alice Cochran, Guidance Counselor
Faircrest Middle School
616 Faircrest S.W.
Canton, OH 44706
(216) 484-3926

Nancy Collins, Guidance Counselor
Jefferson Junior High School
5530 Whitmer Drive
Toledo, OH 43613
(419) 473-8482

Velma Cox, Guidance Counselor
Verity Middle School
Middletown, OH 45044
(513) 424-1279

Tony DeGenaro, Counselor
Poland Middle School
47 College Street
Poland, OH 44514
(216) 757-1551

Marjorie DeLamtre, Director of Guidance
Millersport Junior High School
P.O. Box 278
Millersport, OH 43046
(614) 467-2929

Clare Dilsaver, Counselor
Riverdale Local Junior High School
Franklin
Wharton, OH 43359
(419) 458-4811

Sharon Dudek, Principal
Houston Middle School
5300 Houston Road
Houston, OH 45333
(513) 295-3010

Robert Dye, Guidance Counselor
Bell-Herron High School
80 3rd Street
Carrollton, OH 44615
(216) 627-7188

Mike Estes, Principal
Elida Middle School
4500 Sunny Dale
Elida, OH 45807
(419) 331-2505

Myra Evans, Counselor
C. R. Coblentz Middle School
9088 Monroe Central Road
West Manchester, OH 45382
(513) 437-0331

Joyce Finley, Guidance Counselor
Memorial Junior High School
Mentor, OH 44060
(216) 255-4444, Ext. 400

Barbara Frame, Guidance Counselor
Learwood Middle School
340 Lear Road
Avon Lake, OH 44012
(216) 933-8142

Glenn Franke, Assistant Superintendent
Minford Local
Box 204
Minford, OH 45653
(614) 820-3896

Jean Ann Franke, Guidance Counselor
Wheelersburg Elementary
Dogwood Ridge, Route 4
Wheelersburg, OH 45694
(614) 574-2515

Mike French, Guidance Counselor
Sabina Elementary
246 W. Washington
Wilmington, OH 45169
(513) 584-4001

Darlene Gasper, Counselor
Manchester Middle School
760 W. Nimisila Road
Akron, OH 44319
(216) 882-3812

Richard Grogg, Assistant Principal
Rosemore Middle School
4735 Kae Avenue
Whitehall, OH 43213
(614) 866-1701

Martha Haigh, Guidance Counselor
White Oak Junior High School
P. O. Box 297
Mowrystown, OH 45155
(513) 442-2241

Randy Hall, Guidance Counselor
Wadsworth Middle School
151 Main Street
Wadsworth, OH 44281
(216) 336-3571, Ext. 255

Michael Hasel, Counselor
Bellefontaine Middle School
509 Park Road
Bellefontaine, OH 43311
(513) 593-9010

Larry Hedden, Principal
West Junior High School
W. Market Street
Tiffin, OH 44883
(419) 447-3358

Dorothy Heiob, Counselor
Porter Middle School
1030 Cutter Street
Cincinnati, OH 45203
(513) 721-4934

Ron Hoch, Guidance Counselor
Blendon Middle School
223 S. Otterbein
Westerville, OH 43081
(614) 895-6000

Howard Holmes
Reynoldsburg Junior High School
2300 Baldwin Road
Reynoldsburg, OH 43068
(614) 868-0500

Charles Huffman, Counselor
Waynesfield-Goshen
Box 98
Waynesfield, OH 45896
(419) 568-5261

Susan Huss, Counselor
Fallen Timbers Middle School
6119 Finzel Road
Whitehouse, OH 43571
(419) 877-0261

Jim Infante, Principal
Jackson Milton Middle School
14110 Mahoning Avenue
N. Jackson, OH 44451
(216) 538-2257

Herman Jackson, Guidance Counselor
H. B. Turner Junior High School
1443 Mahoning
Warren, OH 44483
(216) 841-2380

Gary A. Jacobs, Director of Guidance
Cedar Cliff Elementary and Junior High
Box 45
Cedarville, OH 45314
(513) 766-3811

John Jurkowitz, Principal
Highland Junior High School
Box 68
Sparta, OH 43350
(419) 768-2781

Andrew Kostraba, Counselor
Niles City-Edison Junior High School
Church Street
Niles, OH 44446
(216) 652-5656

Sue Gilliland, Counselor
Botkins Middle School
208 N. Sycamore Street
Botkins, OH 45306
(513) 693-4241

Howard Lapp, Math Teacher
Harrison High School
9400 Haddington Court
Cincinnati, OH 45239
(513) 385-8206

Carol Lathrop, Counselor
Buckeye Valley Middle School
4230 St. Rt. 203
Radnor, OH 43066
(614) 595-3555

Michele Lawrence, Counselor
Crestview Middle School
3062 Fairfield School Road
Columbiana, OH 44408
(216) 482-2064

Vickey Leasure, Guidance Counselor
Huntington Middle School
188 Huntsmen Road
Chillicothe, OH 45601
(614) 663-2191

Ed Lenney, Principal
Loveland Middle School
600 Loveland-Madeira Road
Loveland, OH 45140
(513) 683-3100

Timothy R. Lynch, Guidance Counselor
Gibsonburg High School
S. Harrison Street
Gibsonburg, OH 43431
(419) 637-2873

Ron Mapes, Guidance Counselor
Berry Junior High School
23 Oakwood
Lebanon, OH 45063
(513) 932-0999

Don Marshall, Principal
Dover Middle School
220 W. 6th Street
Dover, OH 44622
(216) 343-7746

Robert McCloskey, Guidance Counselor
L. T. Ball Middle School
575 N. Hyatt Street
Tipp City, OH 45371
(513) 667-8454

Dallas McCoy, Guidance Counselor
Rock Hill Middle School
Route 3
Ironton, OH 45638
(614) 532-0718

William McDonald, Guidance Counselor
Mt. Logan Middle School
841 Main Street
Chillicothe, OH 45601
(614) 773-2638

Bill McGlothlin, Guidance Counselor
Greenville Junior High School
Central Avenue
Greenville, OH 45331
(513) 548-3202

Dennis McKinsey, Guidance Counselor
London Middle School
60 S. Walnut
London, OH 43140
(614) 852-5700

John McVey, Principal
Powhatan Elementary School
2nd Street
Powhatan Point, Ohio 43942
(614) 795-5665

Dee Merrilees
Knox County Board of Education
106 E. High Street
Mt. Vernon, OH 43050
(614) 397-2727

Nancy Mescher, Guidance Counselor
New Lebanon Local Schools
1105 West Main Street
New Lebanon, OH 45345
(513) 698-4138

Arthur Monahan, Principal
Barnesville Middle School
210 W. Church Street
Barnesville, OH 43713
(614) 425-3116

Nancy Myerholtz, Counselor
Otsego Junior High School
Second Street
Grand Rapids, OH 43522
(419) 832-2261

John Nichols, Guidance Counselor
Crestwood Middle School
10880 John Edwards Drive
Mantua, OH 44255
(216) 274-2249

Judith Niswonger, Gifted Coordinator
Franklin Monroe School
P.O. Box 78
Pitsburg, OH 45358
(513) 692-8637

James Norton, Guidance Counselor
McTigue Junior High School
5700 Hill Avenue
Toledo, OH 43615
(419) 531-4264

Larry J. Pack, Principal
New London Junior High School
17 Park Avenue
New London, OH 44851
(419) 929-1586

Bill Parrigin, Counselor
Logan High School
50 North Street
Logan, OH 43138
(614) 385-2069

Audrey Perrine, Counselor
Van Lue Middle School
301 S. East Street
Van Lue, OH 45890
(419) 387-7724

Jack Poore, Principal
Olive Branch Middle School
9712 W. National Road
New Carlisle, OH 45344
(513) 845-4465

William Pratt, Principal
Martins Ferry Middle School
633 Hanover Street
Martins Ferry, OH 43935
(614) 633-1732

Jean Pridon, Guidance Counselor
Salem Junior High School
230 N. Lincoln Avenue
Salem, OH 44460
(216) 332-4644

Ronald Priest, Counselor
Stanton Middle School
311 S. Union Avenue
Alliance, OH 44601
(216) 821-2100, Ext. 414

Reno Principi, Guidance Counselor
East Junior High School
1470 South Street, S.E.
Warren, OH 44483
(216) 841-2385

Jim Redd, Counselor
Napoleon Central Middle School
302 W. Main Street
Napoleon, OH 43545
(419) 592-6991

David Richards
Medina Junior High School
420 E. Union
Medina, OH 44256
(216) 725-9252

Charles Roberts, Principal
Edgerton Junior High School
324 N. Michigan Avenue
Edgerton, OH 43517
(419) 298-2332

John Rose, Principal
West Junior High
1231 W. 47th
Ashtabula, OH 44004
(216) 998-0222

Charlene Roush, Guidance Counselor
Belfast Elementary
St. Rt. 73
Hillsboro, OH 45133
(513) 764-1261

Vivian Russell, Counselor
Indianola Middle School
420 Ninth Avenue
Columbus, OH 43201
(614) 299-1175

James R. Sabin, Guidance Counselor
State Street Middle School
150 E. State Street
Alliance, OH 44601
(216) 821-2100, Ext. 454

Patricia R. Simpson, Counselor
Geneva Junior High School
839 Sherman Street
Geneva, OH 44041
(216) 466-4831

Phil Saneholtz, Guidance Counselor
Milford Junior High School
5733 Pleasant Hill Road
Milford, OH 45150
(513) 831-2050

Clifford Scheidler, Counselor
Northwood Junior High School
700 Gulf Road
Elyria, OH 44035
(216) 324-7500

Don Schiff, Principal
Memorial Middle School
177 Frey Avenue
W. Jefferson, OH 43162
(614) 879-8345

Kathryn Seymour, Guidance Counselor
Canal Winchester Junior High School
100 Washington Street
Canal Winchester, OH 43110
(614) 833-2151

Dan Shade, Guidance Counselor
Madison Junior High School
690 Ashland Road
Mansfield, OH 44905
(419) 522-0471

Bill Simmons, Guidance Counselor
Buchanon Junior High School
100 Park Drive
Wintersville, OH 43952
(614) 264-5521

Tom Sladky, Principal
U.L. Light Middle School
292 Robinson Avenue
Barberton, OH 44203
(216) 745-3117

Dennis Stewart, Guidance Counselor
Circleville Junior High School
520 S. Court Street
Circleville, OH 43113
(614) 474-1521

John Stradtman, Guidance Counselor
Perkins Middle School
3700 South Avenue
Sandusky, OH 44870
(419) 625-0132

Martha Thomas, Counselor
Vandalia-Butte-Morton Middle School
213 W. National Road
Vandalia, OH 45377
(513) 898-3961

Robert Thomas, Director of Guidance
Mahoning Board of Education
2801 Market Street
Youngstown, OH 44507
(216) 788-2481

Barbara Tonne, School Counselor
The Cincinnati Bilingual Academy
(Middle School)
2030 Fairfax Avenue
Cincinnati, OH 45207
(513) 281-8130

Patricia W. Uhl, Guidance Counselor
Rittman Middle School
75 N. Main
Rittman, OH 44270
(216) 927-3115

Ed Vittardi, Guidance Counselor
Dodge Middle School
10225 Ravenna Road
Twinsburg, OH 44087
(216) 425-7116

Charlotte Wagner, Middle School Supervisor
Huron Board of Education
180 Milan Avenue
Norwalk, OH 44857
(419) 668-1658

Chellie Wagner, Guidance Counselor
Evergreen Middle School
310 Swanton Street
Metamora, OH 43540
(419) 644-5661

John Weber, Teacher
Longfellow Junior High School
Maine and "D" Streets
Lorain, OH 44052
(216) 288-0188

# APPENDIX B

## LIST OF PARTICIPANTS, PRESENTERS, AND STAFF AT THE OHIO MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL CAREER GUIDANCE CONFERENCE

June 28-30, 1988

### Participants

Mattie P. Atterberry
Trotwood Madison Junior High
3594 N. Snyder Road
Trotwood, OH 45426
513-854-0017

Mary Bell
Walnut Springs Middle School
888 E. Walnut Street
Westerville, OH 43081
614-895-6030

Julie Bertram
Harrison Junior High School
9830 West Road
Harrison, OH 45030
513-367-4831

James Burnett
Ferguson Junior High School
2680 Dayton-Xenia Road
Beavercreek, OH 45385
513-429-7577

Dora Butcher
Rock Hill Middle School
Route 3
Ironton, OH 45638
614-532-7072

Coby Coburn
Emerson Junior High School
140 W. High Street
Fostoria, OH 44830
419-436-4120

Barbara Croft
Bloom Carroll Junior High School
69 S. Beaver Street
Carroll, OH 43112
614-837-6560

Alan Culley
Northwestern Middle School
5610 Troy Road
Springfield, OH 45502
513-964-1391

Sandra Daniels
Schwab Middle School-Cincinnati City Schools
4370 Beach Hill Avenue
Cincinnati, OH 45223
513-681-2945

Ben Dombrowski
Westwood Junior High School
Delbert Street
Elyria, OH 44035
216-324-7500

Terry Dugan
Trimble Local High School
Route 3
Glouster, OH 45732
614-767-2810

Mary Jane Fahrney
Edison Junior High School
4201 Harsh Avenue SW
Massillon, OH 44646
216-478-6167

Diana Farno
New Knoxville Local
345 S. Main
New Knoxville, OH
419-753-2431

Mary Fieldhouse
Greene Middle School
484 E. Main Street
Smithville, OH 44677
216-669-2751

Larry Furniss
Mt. Gilead Exempted Village Schools
24 Park Avenue
Mt. Gilead, OH 44438
419-947-6065

Pat Gall
Fairfield Local High School
P.O. Box 347
Leesburg, OH 45135
513-780-2966

Rhonda Gazda
Brilliant Elementary & Junior High
1004 1/2 Third Street
Brilliant, OH 43913
614-598-4589 or 598-3621

B. Jean Green
Schroder-Paideia Middle School
3500 Lumford Place
Cincinnati, OH 45213
513-731-2012

Patrick Greenwood
Meadowbrook Middle School
58607 Marietta Road
Byesville, OH 43723
614-685-2413

Carl Grueninger
Bloom Middle School-Cincinnati Public Schools
1941 Baymiller Street
Cincinnati, OH 45214
513-721-4078

Ellen Gushurst
Garfield Junior High
250 N. Fair Avenue
Hamilton, OH 45011
513-894-2283

Joann Hale
Blanchester Junior High School
S.R. 28
Blanchester, OH 45107
513-783-2461

John Hollern
Crestview Middle School
251 E. Weber
Columbus, OH 43202
614-262-2515

William Horning
Crestline Middle School
215 N. Columbus Street
Crestline, OH 44827
419-683-1966

Blanche Ingram
Bethel Middle School
Fossyl Drive
Bethel, OH 45106
413-734-2261

Grace Kensinger
North Middle School-Greenville City Schools
214 N. Main
Greenville, OH 45331
513-548-1093

Kay Ladd
Taft Middle School
474 N. State
Marion, OH 43302
614-387-5690

Nancy LaForrest
Defiance Middle School
801 S. Clinton
Defiance, OH 43512
419-782-0935

Frank LaMarco
Bay Middle School
27725 Wolf Road
Bay Village, OH 44140
216-835-6481

Ruth Ann Lautanen
West Junior High School-Ashtabula Area City Schools
1231 West 47th Street
Ashtabula, OH 44004
216-998-0222

Steve Leader
150 W. Bridge Street
Dublin, OH 43917
614-764-5919

Judith Lee
Fairport Middle School
1952 Fairport
Dayton, OH 45406
513-276-2101

Kenneth Leonard
Fairview Middle School
2408 Philadelphia
Dayton, OH 45406
513-278-9625

Michael Leu
Fairport Harding High School
329 Vine Street
Fairport Harbor, OH 44077
216-354-3592

Doug Lichtenberger
Pleasant Middle School
3507 Smeltzer Road
Marion, OH 43302
614-389-5167

Daron Lilly
Otway Elementary
Box 53
Otway, OH 45657
614-372-2304

Rebecca Lindway
Rock River Junior High School
21600 Center Ridge Road
Rocky River, OH 44116
216-333-6000

Carole Ann Little
Ripley Union Lewis Junior High School
500 South Second Street
Ripley, OH 45167
513-392-4384

Marilyn Livingston
Columbia Middle School
13646 N. West River Road
Columbia Station, OH 44028

Pat Maki
Mason Middle School
211 N. East Street
Mason, OH 45040
513-398-9035

Thomas J. Mango
Newton Falls Exempted Village Schools
909 Milton Boulevard
Newton Falls, OH 44444
216-872-3289

Gary Marion
Minford Middle School
P.O. Box 204
Minford, OH 45653
614-820-2181

Kate Meek
Harmon Middle School
130 Aurora Hudson Road
Aurora, OH 44202
216-562-3375

Scott Mendenhall
Ashland Junior High
345 Cottage Street
Ashland, OH 44805
419-289-7966

Barbara Mendes
Wiley Middle School
2181 Marimar Boulevard
University Heights, OH 44118
216-371-7154 or 371-7272

James Mericle
Eisenhower Middle School
331 N. Custice Road
Oregon, OH 43618
419-885-4234

Barbara Middelthon
Copley Fairlawn Middle School
1531 S. Cleveland-Massillon Road
Copley, OH 44321
216-666-6501

Betty Miller
Johnson Park Middle School
1130 S. Waverly Street
Columbus, OH 43227
614-237-2583

Cindy Morehead
Maysville Junior High School
2725 Pinkerton Road
Zanesville, OH 43701
614-454-9738

Jean Morelli
Heskett Middle School
5771 Perkins Road
Beford Heights, OH 44146
216-439-4472

Judy Morgan
Frazeysburg Junior High
(Tri-Valley High School)
N. State Street
Frazeysburg, OH
614-828-3371

Jane Morrison
Celina Junior High School
585 E. Livinston
Celina, OH 45822
419-586-8300

Gary McGuire
Grover Cleveland Junior High
714 Pershing Road
Zanesville, OH 43701
614-453-0636

Helen Nestor
Sailorway Middle School
5355 Sailorway Drive
Vermilion, OH 44089
216-967-6196

Marilyn Pariose
Howland Middle School
8200 South Street, SE
Warren, OH 44484
216-856-5971

Terry Parker
Ironton Junior High School
302 Delaware Street
Ironton, OH 45638
614-532-1999

Eleanor Peterson
Edgewood Junior High
2695 Graustark Path
Wooster, OH 44691
216-345-6475

Joe Plesich
J.T. Karaffa Middle School
Dennis Way
Toronto, OH 43964
614-537-2442

Georgine Poplar
Shupe Middle School
Shupe Avenue
Amherst, OH 44001
216-984-2496

Jane Ann Powell
Wynford Middle School
1141 Mt. Zion Road
Bucyrus, OH 44820
419-562-7329

Larry Reigle
Arcadia Local High School
19033 S.R. 12
Arcadia, OH 44804
419-894-6431

James Roberts
Revere Middle School
3195 Spring Valley Road
Bath, OH 44210
216-762-9491

Sue Rohr
Longfellow Junior High School
514 North Avenue, NE
Massillon, OH 44646
216-830-1841

Shirley Rotterdam
Gateway Middle School
900 Gibbs
Maumee, OH 43537
419-893-3386

Mark Rutledge
Fort Recovery Middle School
E. Butler Street
Fort Recovery, OH 45846
419-375-4111

Ron Salo
Horace Mann Middle School
1215 W. Clifton Boulevard
Lakewood, OH 44107
216-529-4287

Phillip Scheiding
Berkshire High School
14510 Main Street
Burton, OH 44021
216-834-4110

Mary Schmidt
Keystone Middle School
301 Liberty Street
LaGrange, OH 44050
216-355-5133

Joan Schwartz
Lincoln Junior High School
W. Crawford Street
Van Wert, OH 45891
419-238-0727

Robert Sements
Marysville Middle School
233 W. 6th Street
Marysville, OH 43040
513-642-1721

Robert Simon
Garfield Middle School
8233 Park Avenue
Garettsville, Oh 44231
216-527-2151

Reather Sims
Stivers Middle School
1313 E. Fifth Street
Dayton, OH 45412
513-223-3175

Mariann Shoemaker
Morton Middle School
321 W. National Road
Vandalia, OH 45377
513-454-6110/898-4618

Debbie Siegel
Memorial Junior High School
Mentor, OH 44060
216-255-4444

Kathleen Sloan
Porter Middle School
1030 Cutter Street
Cincinnati, OH 45203
513-984-6567

Vivian Sloan
Roth Intermediate
4535 Hoover Avenue
Dayton, OH 45417
513-268-6754

Carole Snider
New Richmond Middle School
1135 Bethel New Richmond Road
New Richmond, OH 45157
513-553-3161

Phil Sprunger
Leipsic High School
232 Oak Street
Leipsic, OH 45856
419-943-2164

Geraldine Stafford
Hayward Middle School
1700 Clifton Avenue
Springfield, OH 45505
513-328-2007

Mike Terelle
Auburn Road Junior High School
6700 Auburn Road
Painesville, OH 44077
216-354-4394

Sandra Thornton
Warrensville Heights Junior High
4285 Warrensville Road
Warrensville Heights, OH 44128
216-752-4050

Rhoda Triplett
Marietta Middle School
7th and Glendale
Marietta, OH 45750
614-373-3276

Linda Umbs
Malvern High School
401 Main Street, NW
Malvern, OH 44644
216-863-1355

Kathy Vanderhorst
Wantz Middle School
Miamisburg City Schools
117 S. 7th Street
Miamisburg, OH 45342
513-866-3431

Ron Wahonick
Rowe Junior High
Rowe Street
Conneaut, OH 44030
216-593-5453

Tom Weakland
Bellevue Junior High School
North Street
Bellevue, OH 44811
419-483-7710

Victoria White
Franklin Alternative Middle School
1380 Bryden Road
Columbus, OH 43205
614-476-2718

Vondra White
Clearbrook Middle School Special School
31 N. 17 Street
Columbus, OH 43203
614-252-3119

Ken Williams
Madison Junior High School
690 Ashland Road
Mansfield, OH 44905
419-524-1523

Shirley Williams
Wilbur Wright
1361 Huffman Avenue
Dayton, OH 45403
513-253-3175

James Wilson
Kalida Local Schools High School
301 N. Third Street
Box 269
Kalida, OH 45853
419-532-3529

Joan Witt
East Liverpool Middle School
W. 8th Street
East Liverpool, OH 43920
216-386-8765

Steve Wittenberg
Turpin High School
2650 Bartus Road
Cincinnati, OH 45244
513-232-7770

Gordon Wyles
Northwest Intermediate
8540 Erie Avenue N.
Canal Fulton, Oh 44614
216-854-3303

Richard Young
Bridgemier Middle School
320 E. North Street
Sidney, OH 45365
513-498-2131

Cathy Zanglein
Trotwood Madison Junior High School
3594 N. Snyder Road
Trotwood, OH 45426
513-854-0017

# Presenters

David Andrews
Department of Psychology
Keene State College
Keene, New Hampshire 03431

Carol Bodeen, Supervisor
Career Education and Consumer Economics
Apollo Career Center
3325 Shawnee Road
Lima, Ohio 45806

Mary Burget
Elementary Counselor
Ottawa-Glandorf Elementary School
200 E. Edgar
Findlay, Ohio 45840

Julian Earls, Chief
Health, Safety and Security Division
National Aeronautics and Space Administration
Lewis Research Center
2100 Brookpark Road
Cleveland, Ohio 44135

Norman Gysbers
Counselor Education
University of Missouri
Noyes Building, Room 110
Columbia, Missouri 65211

Margo Vreeburg Izzo
Program Associate
National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090

Sharon K. Johnson
Director, Pupil Services
Howard County Public Schools
10910 Route 108
Ellicott City, Maryland 21043

Clarence D. Johnson
Coordinator, Guidance Services
Anne Arundel County Public Schools
2644 Riva Road
Annapolis, Maryland 21401

Tina Lankard, Program Associate
National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090

Anne Lika, Coordinator
Ohio Career Information System (OCIS)
Ohio Department of Education
65 South Front Street
Columbus, Ohio 43215

Hal Merz, Program Associate
National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090

Luther Otto, Professor & Head
Department of Sociology and Anthropology
North Carolina State University
P.O. Box 8107
Raleigh, North Carolina 27695

James Pinchak, Associate Director
Division of Vocational and Career Education
Ohio Department of Education
65 South Front Street
Columbus, Ohio 43266-0308

Sandra Pritz, Senior Program Associate
National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090

Patricia Simpson, Guidance Counselor
Geneva Junior High School
144 Telling Drive
Geneva, Ohio 44041

George Smith, President
People Builders International, Inc.
110 North Lake Drive
Lexington, South Carolina 29092

Judy Wagner, Program Associate
National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090

David Winefordner, Director
Division of Career Guidance
Appalachian Educational Laboratory
P.O. Box 1348
Charleston, West Virginia 25325

Edwin Whitfield, Associate Director
Division of Education Services
Guidance and Testing Section
Ohio Department of Education
65 South Front Street
Columbus, Ohio 43266-0308

Jutta Ziegler, Counselor
West Germany Employment Service
Berlin, West Germany

## Workshop Sponsors

- American Guidance Service
- CFKR Career Materials
- CSG Careerware
- Chronicle Guidance Publishing Co.
- COIN Incorporated
- Conover Company
- EMC Publishing
- Edits
- Meridian Education Corporation
- Sunburst Communications
- Wintergreen Software
- Columbus Paraprofessional Institute

## Workshop Staff

Edwin A. Whitfield
Associate Director
Division of Educational Services
Guidance, Counseling and
Development Section
Ohio Department of Education

Harry N. Drier
Associate Director
National Center for Research in
Vocational Education
The Ohio State University

Joan Novak
Vocational Guidance Consultant
Division of Educational Services
Guidance, Counseling and
Development Section
Ohio Department of Education

John Chatman
Vocational Guidance Consultant
Divison of Educational Services
Guidance, Counseling and
Development Section
Ohio Department of Education

Karen Heath
Assistant Director
Division of Educational Services
Division of Vocational and Career
Education
Ohio Department of Education

Judith Goff
Program Associate
National Center for Research in
Vocational Education
The Ohio State University

## Edited by

Edwin Whitfield
Harry Drier
Mary LaBelle
Tina Lankard
Judy Balogh

# OPENING
# ALL
# OPTIONS

**Ohio Middle School and Junior High School Career Guidance Conference**

**June 24-26, 1987**

Sponsored by

Ohio Department of Education
Division of Educational Services
Division of Vocational and Career Education

Franklin B. Walter
Superintendent of Public Instruction

Irene G. Bandy
Assistant Superintendent

E. Roger Trent, Director
Division of Educational Services

Darrell L. Parks, Director
Division of Vocational and Career Education

in cooperation with

The National Center for Research
in Vocational Education
The National Academy

Ray D. Ryan, Executive Director

## AGENDA

## Theme: OPENING ALL OPTIONS

## Wednesday, June 24

1:00 p.m. Introductions, Welcome
Overview, Expectations
Edwin Whitfield

1:45 p.m. RESULTS-BASED CAREER GUIDANCE IMPLEMENTATION AND EVALUATION
C.D. Johnson
Coordinator of Guidance
Anne Arundel County
Public Schools, Maryland
and
Sharon Johnson
Director, Pupil Personnel
Howard County Public Schools
Maryland

BREAK

Results-Based Career Guidance (continued)

5:00 p.m. Sponsored Social

6:30 p.m. Banquet
Keynote Address "OPENING ALL OPTIONS"
Thomas Reiser, Superintendent
Scioto County Joint Vocational School
Lucasville, Ohio

8:30 p.m. Adjourn
Discussion with speakers and presenters

## Thursday, June 25

7:30 a.m. Breakfast (Hilton)

8:30 a.m. Travel to National Center for Research in Vocational Education

8:45 a.m. Results-Based Career Guidance (continued)
Leadership Skills for Counselors
Sharon Johnson and C.D. Johnson

BREAK

10:00 a.m. Successful Programs and Products in Ohio--Panel Presentation
Carol Bodeen, Bob Bhaerman, Hal Merz, Margo Izzo and Harry Drier

11:00 a.m. IMPROVING YOUR CAREER GUIDANCE PROGRAM: A COMPETENCY-BASED, CURRICULUM APPROACH
Patricia Hendersen, Director of Guidance
Northside Independent School District
San Antonio, Texas

12:00 noon LUNCH
VOCATIONAL EDUCATION FOR OHIO'S YOUTH
Darrell Parks, Director, Division of Vocational and Career Education
Ohio Department of Education

1:30 p.m. Improving Your Career Guidance Program (continued)
- Performance Improvement
- Program Evaluation by Self-study

Patricia Hendersen

3:30 p.m. Resources and Materials
Participants Review Materials and Talk with Publishers

5:00 p.m. Travel to Hotel

5:30 p.m. Sponsored Social

7:00 p.m. Banquet
Keynote: KEEPING YOUR OPTIONS OPEN: SELF-IMAGE AND CAREER PLANNING
Dr. William Drury, Associate Professor
University of Dayton
Dayton, Ohio

9:00 p.m. Adjourn

## Friday, June 26

7:30 a.m. Breakfast (Hilton)

8:15 a.m. Travel to The National Center for Research in Vocational Education

8:45 a.m. PARENTS' ROLE IN CAREER DEVELOPMENT
Luther Otto
University of North Carolina
Raleigh, North Carolina

12:00 noon LUNCH
Keynote: CAREER OPTIONS FOR OHIO YOUTH
Dr. Julian Earls, Chief, Health, Safety and Security Division, NASA
Cleveland, Ohio

1:00 p.m. Write Action Plans

2:15 p.m. Participant choose and order materials

3:30 p.m. Complete forms, hand in option plans, and conference evalution

## Workshop Planning Committee and Staff

Edwin A. Whitfield, Associate Director
Division of Educational Services
Guidance and Testing
Ohio Department of Education

Harry N. Drier, Associate Director
Special Programs Division
The National Center for Research in Vocational Education

Joan Novak
Student Services Coordinator
Mideast Ohio USD
Newark, Ohio

Jim Heron
Supervisor of Guidance and Placement
Lorain County Vocational Center
15181 State Route 58
Oberlin, Ohio 44074

Darrell Parks, Director
Division of Vocational Education
Ohio Department of Education
65 South Front Street, Room 907
Columbus, Ohio 43215

Karen Heath, Assistant Director
Division of Vocational Education
Career Development
Ohio Department of Education
65 South Front Street, Room 901
Columbus, Ohio 43266-0308

E. Roger Trent, Director
Division of Educational Services
Ohio Department of Education
65 South Front Street
Columbus, Ohio 43366-0308

Cindy R. Gahris
Division of Vocational and Career Education
Career Development Services/OCIS
Ohio Department of Education
65 South Front Street, Room 908
Columbus, Ohio 43266-0308

John Chatman, Vocational Consultant
Guidance and Testing Section
Ohio Department of Education
65 South Front Street
Columbus, Ohio 43266-0308

# OPENING
# ALL
# OPTIONS

**Ohio Middle School and Junior High School Career Guidance Conference**

**June 28-30, 1988**

Sponsored by

Ohio Department of Education
Division of Educational Services
Division of Vocational and Career Education

Franklin B. Walter
Superintendent of Public Instruction

Irene G. Bandy
Assistant Superintendent

William L. Phillis
Assistant Superintendent

E. Roger Trent, Director
Division of Educational Services

Darrell L. Parks, Director
Division of Vocational and Career Education

in cooperation with

The National Center for Research in Vocational Education
The National Academy
Ray D. Ryan, Executive Director

## AGENDA
## Theme: OPENING ALL OPTIONS

### TUESDAY, JUNE 28, 1988

| | |
|---|---|
| 8:00—10:00 a.m. | Registration, University Inn Lobby<br>Check-in Rooms<br>Conference Registration<br>Coffee/Coke and Socialize<br>(sponsored by Meridian Education Corp.) |
| 10:00—10:30 a.m. | Introductions, Welcome, Overview and Conference Expectations<br>Dr. Edwin Whitfield |
| 10:30—Noon | "Remodeling Your Guidance and Counseling Program While You Are Living and Working In It"<br>Dr. Norman Gysbers, Professor,<br>Counselor Education,<br>University of Missouri,<br>Columbia, MO |
| Noon—1:30 p.m. | LUNCH<br>Speaker—Dr. David Andrews, Professor<br>Keene State College<br>Topic "Learning Styles and the Brain During the Middle and Junior High School Years" |
| 1:30—2:30 p.m. | Dr. Norman Gysbers, continued |
| 2:30—3:30 p.m. | "Effective Ohio Practice and Materials"<br>Three 20-minute CARROUSEL options |
| 3:45—4:45 p.m. | "The Personal Skills Map" workshop<br>Mr. George K. Smith |
| 4:45—5:00 p.m. | Evaluation, Day 1<br>Directions for Day 2 |
| 5:00—6:30 p.m. | Sponsored Social—Schooner Room/Hotel<br>(Sponsored by COIN Incorp. and The Conover Co.) |
| 6:30—8:30 p.m. | Banquet—Mariner Room/Hotel<br>Keynote Address "Opening All Options"<br>Dr. James Pinchak, Associate Director<br>Division of Vocational and Career Education<br>Ohio Department of Education |
| ADJOURN | Discussion with speakers and presenters |

### WEDNESDAY, JUNE 29

| | |
|---|---|
| 7:45 a.m. | Pickup at Lobby—Transportation to the National Center for Research in Vocational Education |
| 8:00—9:00 a.m. | Catered breakfast and informal discussions with publishers |
| 9:00—12:15 p.m. | Workshop #2 "Results-Based Career Guidance Implementation and Evaluation"<br>Dr. C. D. Johnson,<br>Coordinator of Guidance<br>Anne Arundel County (Maryland) Public Schools<br>and<br>Dr. Sharon Johnson, Director,<br>Pupil Personnel,<br>Howard County Public Schools (Maryland) |
| 12:15—1:15 p.m. | LUNCH (Catered)<br>Visit with the Publishers |
| 1:15—2:15 p.m. | "A Demonstration and Discussion of the Ohio Computerized Career Information System"<br>Ms. Anne Lika, Coordinator<br>Ohio Career Information Systems (OCIS) |
| 2:15—3:00 p.m. | "Career Exploration and Planning: New Approaches and Materials"<br>Dr. David Weinfordner, Director<br>Division of Career Guidance,<br>Appalachian Educational Laboratory,<br>Charleston, WV |
| 3:00—4:00 p.m. | "Effective Ohio Practices" and Related Materials"<br>Three 20-minute CARROUSEL Options<br>With Publishers and Program Operators |
| 5:00—5:15 p.m. | Day 2 Evaluations |
| 5:15—5:30 p.m. | Travel to Hotel |
| 5:30—7:00 p.m. | Social—University Inn, Schooner Room<br>(Sponsored by Columbus Paraprofessional Institute and Chronicle Guidance Incorp.)<br><br>Dinner, on your own |

**THURSDAY, JUNE 30**

| | |
|---|---|
| 7:45 a.m. | Pickup at Lobby—Transportation to the National Center for Research in Vocational Education (check-out and store baggage) |
| 8:00—9:00 a.m. | Catered breakfast and informal discussions with the publishers |
| 9:00—Noon | "Parents' Role in Career Development"<br>Dr. Luther Otto,<br>University of North Carolina,<br>Raleigh, NC |
| Noon—1:00 p.m. | LUNCH (Catered)<br>Keynote: "Career Options for Ohio Youth"<br>Dr. Julian Earls, Chief,<br>Health, Safety and Security Division<br>National Aeronautics and Space Administration,<br>Cleveland, OH |
| 1:00—2:00 p.m. | Action Plan Development |
| 2:00—3:00 p.m. | Participants finalize material selection and prepare orders |
| 3:00—3:30 p.m. | Conference Evaluation and Debriefing |
| 3:30 p.m. | Transportation to University Inn |

## WORKSHOP STAFF

Edwin A. Whitfield, Associate Director
Division of Educational Services
Guidance, Counseling and
Development Section
Ohio Department of Education

Harry N. Drier, Associate Director
The National Center for Reseach
in Vocational Education

Joan Novak, Vocational Guidance
Consultant
Guidance, Counseling and
Development Section
Ohio Department of Education

John Chatman, Vocational Guidance
Consultant
Guidance, Counseling and
Development Section
Ohio Department of Education

Karen Heath, Assistant Director
Division of Vocational and Career
Education
Ohio Department of Education

Judith Goff, Program Associate
The National Center for Research
in Vocational Education

**University Inn**
**3110 Olentangy River Road**
**Columbus, OH 43202-9984**
**(614) 267-7461**
**Toll free in Ohio 1-800-282-3626**
**(Just North of The Ohio State University**

The National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090
1-614-486-3655

Beverly Haynes
Conference Secretary

Mary Jo Alvoid
Conference Coordinator

Dennis Mathias
Audiovisual Aid Coordinator

# APPENDIX E

## CAREER GUIDANCE PROGRAM FOLLOW-UP REPORT ON ACTIVITIES PROJECTED AT 1987 WORKSHOP

Introduction: Each school representative that attended the three-day 1987 Career Guidance Workshop was required to submit a follow-up report on or before 12 months following his or her action plan development. The following data will demonstrate the activities performed, expected student results, evaluations conducted, and a summary of findings. Each school has been given a numerical code so that the reader can compare this follow-up data to the action plan data reported for that same school in Part 2.

School 1

## Program Narrative

| TASK | RESPONSIBILITY | COMPLETION DATE |
|---|---|---|
| Present plan to principal and eighth-grade teachers | Counselor | September 1987 |
| Contact Stouffers Corporation | Principal | October 1987 |
| Begin eighth-grade group guidance classes | Counselor | October 1987 |
| Administer CMI (pre-test) | Counselor | October 1987 |
| Hold parent conference | Counselor | November 1987 |
| Administer OIS | Counselor | November 1987 |
| Interpret OIS | Counselor | February 1988 |
| Administer CMI (post-test) | Counselor | April 1988 |
| Assist pupils in writing their career plan | Counselor | March 1988 |
| Study Occupational Briefs | Counselor | Jan-June 1988 |
| Career Day | Counselor | May 23 1988 |

### Materials

Worker Trait Group Guide
Dictionary of Occupational Titles
Career Maturity Index Survey
Ohio Interest Survey
Career World Magazine
Chronicle Guidance Publication
*Challenges--the only material I received as a result of the workshop.

## Expected Student Results

I expected pupils to be able to answer the following:

- What are my areas of interest?
- Do my interests fit with my current plans
- What are my educational and career plans now?
- What careers or job clusters relate to my interest pattern?

## Who Achieved Results

There were 23 pupils in the control group originally. Five pupils transferred by mid-year; twelve completed all of the worksheets, readings, observations and surveys.

## Evaluation

How: Completed career survey sheets, observations during career day, assisting with speakers and asking questions of speakers.

Who: One class chosen by eighth-grade social studies teacher. The results from this class's work were compared with the other eighth graders.

Summary:

- Students are now able to determine the strength of the interest in each of the 12 areas.
- Students were able to choose their high school courses that will support their career plans.
- They now understand the need for career exploration and planning.

### School 2

## Program Narrative

One hundred and four eighth-grade students were divided into four sections. Each section had a quarter of the school year (9 weeks) of classes in vocational career education.

Materials used included the following: one instructor, a text for each student, worksheets, VCR, computer software, and other visual aids.

Community resource persons were used as guest speakers and field trips were employed to enhance the learning experience.

Vocational inventory surveys were administered and reviewed with each group.

## Expected Student Results

In an ever changing world, it was felt that our youth needed to become conscious of the work forces and the variety of tasks that had to be performed--Create an Interest. Our goal was obtained. When the students first wrote an essay on "What Job Will I Most Likely Do?" we discovered that most of the children had selected jobs closely related to those in which Ma and Pa were employed.

At the climax of the program, the students' choices of occupation were greatly diverse from the employment of family members. Their knowledge of jobs, training, and benefits was greatly the cause of their later selection of desired vocations.

## Who Achieved Results

Each class session provided new insight for the students in the world of work. Most of the students saw the relation between what was happening in class and what they would soon be experiencing (looking for summer employment).

Occupational-interest surveys and pre- and post-essays were two instruments used that supported the fact that the students' concept of the available occupations was greatly broadened.

During the course of the year, over 30 percent of the students approached the instructor and asked for special assistance in making an application and preparing for a specific job interview.

## Evaluation

How: Assignments, completed tasks, and observation were three most frequently used instruments of evaluation. The rapport between students and instructor was exceptionally good. Consequently, so often the students who were experiencing job interviews and completing applications would eagerly want to relate to the class their real-life experiences.

Who: Both the teacher and the 104 eighth-grade students in the program were evaluated primarily; however, our outside resource people and our administrators were all evaluated.

Summary: The students enjoyed and appreciated the program. They saw the relevancy of the units included in the curriculum to their everyday lives. There was a need at our eighth-grade level, and now the void has partially been filled.

### School 3

## Program Narrative

The guidance counselor will work with all sixth, seventh, and eighth graders. The focus of these groups will be decision making as related to personal, social, and career decisions.

Eighth-Grade Guidance Activities: On October 8, 21, and 26, 1987, the guidance counselor held sessions with all eighth-grade classes. A total of 97 students were seen on each of these three days. The guidance counselor facilitated activities in values clarification, self-esteem, and decision making. During the third session the students broke into small groups and demonstrated their decision-making skills on problems assigned by the guidance counselor. On November 4, 1987, the guidance counselor and the career education coordinator from the County Office of Education administered the careers-interest inventory. Then, on November 5, the guidance counselor worked with the students on understanding their personal results and the careers related to their interests. On May 24, 1988, the high school guidance counselor and the elementary guidance counselor helped the students register for their ninth-grade classes. The students demonstrated a good understanding of their future career goals and the types of courses they needed to take to achieve these goals.

Seventh-Grade Guidance Activities: On October 6, 16, and 27, 1987, the guidance counselor held sessions with all the seventh-grade classes. A total of 77 students were seen on each of these three days. The guidance counselor facilitated groups in values clarification, self-esteem, and problem solving. Students demonstrated problem-solving skills which showed the avoidance of drug and alcohol use. They could choose alternatives which were more personally and socially positive.

Sixth-Grade Guidance Activities: On December 8 and 10, 1987, 79 sixth graders viewed filmstrips shown by the guidance counselor. Discussion showed a better understanding of work values as related to their present school experience.

## Expected Student Results

Eighth graders will gain knowledge of general career areas related to their interests. The guidance counselor will administer the COPS Interest Inventory to all eighth-grade students and facilitate small-group discussions on the results. Students will verbally demonstrate their understanding of the inventory results and related careers to the guidance counselor. Results will be kept in personal folders.

All eighth graders will learn the decision-making steps and how they relate to personal, social, and career decisions. Guidance counselor will facilitate three sessions per group (3 groups of eighth graders). The decision-making steps will be taught and students will participate in small groups to apply these steps to personal, social and career decisions. Students will write an essay on recent decisions they have made and the results of those decisions. Essays will be kept in their folders.

All seventh-grade students will gain skills in decision making related to personal, social, and career decisions. Students will learn how decisions they make now will affect their future. The guidance counselor will present the filmstrip program "Health Decisions: Drugs, Alcohol, and Tobacco." Group discussions about these substances will be held on how they will affect their future. Class participation will indicate to the counselor their understanding.

All sixth graders will learn about jobs and careers as related to their present school experience, and the values of work. The guidance counselor will present filmstrips "Why We Work" and facilitate group discussions. Through group discussions, these students will demonstrate their understanding of work.

## Who Achieved Results

Eighth-Grade Results: The expected student results were stated--Eighth-grade students will gain knowledge of general career areas related to their interests. The guidance counselor will administer the COPS Interest Inventory to all eighth-grade students and facilitate small-group discussions on the results. Students will verbally demonstrate their understanding of the inventory results and related careers to the guidance counselor. Results will be kept in personal folders. The guidance counselor did hold six sessions with all eighth graders. After working on decision-making skills, the guidance counselor worked with the students in small groups. All students demonstrated their understanding of the decision-making steps. The interest inventory was administered in one session and the next day the students discussed the results of their own inventories with the guidance counselor. Although not all students had made specific career choices, they all demonstrated an understanding of career areas related to their own interests. In the last session with eighth graders, they completed their freshman schedules for their ninth-grade classes. All students demonstrated their knowledge of which classes they should take in relation to their future educational goals.

Seventh-Grade Results: All students demonstrated their gained skills in decision making. These skills were evaluated during small-group sessions during which the guidance counselor observed the students working together to make choices on assigned problems. All students demonstrated a knowledge of both the social and personal reasons why drugs, alcohol and tobacco should be avoided in their choices.

Sixth-Grade Results: Through group discussions, the sixth graders demonstrated their knowledge of the relationship of their current educational program and jobs.

## Evaluation

How: Evaluation was completed by observing demonstrated skills, completed assignments, and completed tasks.

Who: All students in the eighth (98), seventh (77), and sixth (79) grade were evaluated.

Summary: Through filmstrips, instruction, large-group discussion, and small-group discussion, the students gained a lot of knowledge about themselves and their values. They showed new skills in making decisions which affect themselves and others more responsibly. The eighth graders showed more confidence in the selection of their ninth-grade classes than had been observed in past classes.

### School 4

## Program Narrative

During the third nine-week period from January 25th to March 22nd, 28 fifth-grade students were involved in a beginning "Careers Awareness" program. The class time involved 40-minute periods, twice a week.

With the help of teacher aides, the COPS was administered and the results explained in small groups. Letters were sent to the parents explaining the inventory results and the kinds of activities in which the students would be involved.

The students kept a folder with check-off lists to keep track of what would be needed and dates when tasks were completed.

The Career Guides Exploration Kit, community resource people, and Choices Jr. computerized software were used to help meet objectives.

Because of limited computer time, only 10 fifth-grade "honor students" were able to utilize the "Checking Out Career Fields Module" from Choices Jr. These students began January 9th and met each Friday until April 7th to finish.

## Expected Student Results

Given the opportunity: Students will be able to identify occupations which relate to personal interests, aptitudes, and values. Students will be able to demonstrate a knowledge of broad categories of work and workers, e.g., health workers, food producers, community workers, sales persons, etc. Students will be able to describe work done by various kinds of people in the community, e.g., fireman, dental hygienist, farm manager, etc.

## Who Achieved Results

Student were judged on the completeness of their folders and their ability to explain career clusters and personal interests in small-group discussion. The students were videotaped when doing class presentations, skits, and interviews. All students demonstrated a knowledge of the stated objectives.

Learning disability students were assisted by the L.D. aide and each met the stated requirements.

## Evaluation

How: Students had to complete activity worksheets, do pantomime, present skits, make up interview questions, and interview community workers. They also made collages of their career choices, kept a log of activities, and obtained parental signatures on folders.

The students and community speakers were videotaped and during play-back, the presented material was discussed and evaluated.

Who: Each student was in an ongoing evaluation procedure. The computer students were logged for time and, assisted by an aide, summarized their module career choice and likes and dislikes.

Summary: Students were able to meet objectives and see the relationship of their interests and types of jobs. The community speakers and interviews opened their eyes to local opportunities, and also to the skills, education, and training that is actually needed. Also many students, through questions and answers, and video feedback, developed an awareness of how career choices were made and how job characteristics affect career choices.

The students rated the program. All rated it worth their time, with 70 percent rating it very good.

### School 5

## Program Narrative

At the start of the third grading period (January 1988), I worked with eighth grade students on careers. We spent four days using the JOB-O program.

On the first day, a filmstrip "Reach for Your Star" was shown as an introduction to the program. On days two and three, the students completed the JOB-O programs and used JOB-O dictionaries and the Occupational Outlook Handbook (OOH) to find specific information about designated careers. On the fourth day, students wrote paragraphs about one particular career of interest. Many of the students read their paragraphs to their classmates.

### Expected Student Results

I expected the students to begin a serious look at life after school and the world of work. I expected this consideration to lead to further career exploration and appropriate course selection for ninth-grade classes.

### Who Achieved Results

Although I cannot give percentages to describe the results of the work in terms of how much more the students began to think about careers, I can say that the JOB-O program was completed by all but five of our 227 eighth-grade students. These students were absent during the week and did not make up parts of the program they missed even though a make-up opportunity was offered.

### Evaluation

How: I was able to count the number of JOB-O inserts completed. Also, I was able to count the number of paragraphs students wrote about one specific career.

Who: Members of the eighth-grade class were evaluated.

Summary: It is my opinion that many eighth-grade students have spent little or no time thinking about careers. I believe the program I used helped to spur thoughts about careers. That belief is based on conversations I heard during the administration of JOB-O, and on the questions brought to me in my office after JOB-O and during scheduling for ninth-grade classes.

## School 6

### Program Narrative

My previously submitted plan indicated use of the COP System Interest Inventory. I intended to use the Career Finder program as an alternative or back-up. As it turned out, I used the Career Finder instead of the COP System.

I went into the classroom and administered the Career Finder to half of our students in the seventh grade (110 students) during the month of November. The other half (110) participated in January. This involved my spending two class periods with each homeroom. The first period involved an introduction to the unit, administering the Career Finder, and at least a portion of the videotape, "Working" from Metropolitan Life. Following this session, I entered information to the Career Finder Batch program and received individual student printouts listing 20 occupational matches and additional career information. Later in the same week, I returned for the second session. This session involved explanation of results with the use of the OOH. A classroom set of the OOH was used for this activity. This set of books was left in the social studies class for the month following in order that it could be used for the career project assigned by the social studies teacher. Each student selected a career from the 20 indicated by Career Finder. He or she then did additional research, using the school library, community library, people in the community, and other sources. The project was due about a month after my first visit to the classroom.

## Expected Student Results

1. The students will begin examining their career interests by taking the Career Finder program.
2. All seventh-grade students will research and report on one selected career as part of a regular classroom assignment.
3. All seventh-grade students will learn where to find career materials and how to use them to find information.

## Who Achieved Results

1. One hundred percent of the seventh-grade students took the Career Finder program (220). In order to facilitate students taking their time on the 18 questions in Career Finder, each class did one item at a time. I didn't want students rushing and not giving each item some thought. Much time was taken explaining the results in the next session as well. The social studies teachers used some additional class time to help individual students analyze their own results.
2. Approximately 180 of 220 students completed the month-long career project to acceptable levels. The other 40 completed at least part of the project. Projects were graded by their social studies teachers and were worth about one fourth of their nine-week grade.
3. One hundred percent of the students completed the OOH worksheet that familiarized them with the use of this book. They all used this book during the month. Most students also used other sources available in our library. Our librarian made herself available to help students researching their project.

## Evaluation

How: (1) worksheets (OOH use worksheet); (2) projects (class assignment); (3) observation (myself, teachers, librarian)

Who: All 220 seventh graders.

Summary: I feel very positive about this program. The teachers and I agree that it was successful and worthwhile. We will look in the future to modify the project and the method of presenting information in order to improve our results.

### School 7

## Program Narrative

I had seven students who did not pass seventh grade. My goal was to use software from your workshop to teach listening skills, study skills, motivational skills, ideas on following directions, etc. on a school-owned computer to increase the academic performance of these students. They used these materials during their study time to gain skills necessary for success today and for life.

## Expected Student Results

The seven students (boys) who did not pass the seventh grade would pass 90 percent of their subjects with intensive tutoring in how to study and succeed.

## Who Achieved Results

Of the seven boys, two failed to pass the seventh grade the second time. This translated into a 71 percent success rate, rather than 90 as I had planned.

## Evaluation

How: I used the progress report which is given to the parent and recorded on the students' permanent record.

Who: The seven students who failed seventh grade in the 1986-87 school year.

Summary: These students were repeating materials covered a year earlier so I can't be sure what helped some and not the others. They responded very well to the extra help and attention. They are doing well in the eighth grade this school year. Their attitude is more positive toward school, their attendance is good, and they ask me for help when things get rough. We have established an attitude trust. It's my hope that they find success in their high school years.

**School 8**

## Program Narrative

In a group guidance format, working through five major academic areas, covering 20 sessions with each group, I worked to help seventh graders identify their interests, values, strengths, and needs. It was hoped that students, through a recognition of these, would gain a greater sense of self-worth that would help them in their academic and social lives. Materials such as videotapes, books, handouts, and discussion were used to promote the decision-making process, valuing skills, and interest identification needed to reach the goal.

## Expected Student Results

1. Seventh-grade students would demonstrate knowledge and acceptance of their individuality by selecting appropriate eighth-grade courses.
2. Seventh-grade students would be able to discuss their individual differences in a positive, non-threatened manner.
3. Seventh graders would be able to identify their strengths, values, and interests.

## Who Achieved Results

1. Unfortunately, scheduling was not efficient this year due to a delay prior to the May levy (the delay was to allow scheduling to take place based on passage or failure of the levy). With the failure of the levy, scheduling was again postponed while the district tried to make decisions as to what was to be offered in 1988-89. Scheduling took place only during the last weeks of school, and was therefore rushed and not as had been done in the past.

Many students did ask questions about offerings and course content as well as extra-curricular activities and school functions. An awareness of individuality was evident, but a reliable conclusion could not be drawn.

2. Much progress was seen throughout the year in terms of students' ability to discuss their differences. Based on teacher comments and my own observations, approximately 80 percent of the groups were able to share without rude or destructive comments being made. At the beginning of the year, most classes were quiet with few students willing to talk and with a lot of the comments being put-downs, simple answers, or comments for "effect." I'd say this was approximately 80 percent of the classes, the reverse of what was seen by the end of the year.
3. Students did keep a folder of materials and did a good job drawing on this information in a career-exploration activity over a four-day period. As they explored their interests and abilities as regards a career, you could see the "dawn of realization" as kids recognized what it would take to be a doctor, teacher, truck driver, lawyer, nurse, pilot, athlete, etc. Participation and enthusiasm ran to 98 percent of the students, with only four really not caring or doing anything (of 460).

## Evaluation

How: (1) Was to be done by weighing the responses to the scheduling process and examining the choices made for the 1988-89 school year. Could not be done due to the lateness of the year and the questions still remaining in the district. (2) Teachers observations and my observations. Watched for a decrease in negative comments, put-downs, silence. (3) Through career education packet and exploration.

Who: Seventh-grade class (460 students).

## School 9

### Program Narrative

In September of 1987, I met with all eighth graders in their English classes to explain the testing and career orientation and exploration programs they would participate in, and the benefits I hoped they would gain from the various experiences.

In October, I administered the Differential Aptitude Test to them, scored it, profiled the results, and interpreted those profiles to the students in a large-group session.

In November, the Kuder Interest Inventory was administered, school profiles were prepared, and results were interpreted in group sessions. This process carried over into December.

In late January, I began "inservice sessions" with eighth graders in small groups (4 or 5) to explain the use of some of the various career materials available for student use in the guidance office. These sessions taught students how to use the *Dictionary of Occupational Titles*, the *Occupational Outlook Handbook*, the *Worker Trait Group Guide*, and the COIN microfiche files and reader. These sessions carried through until the beginning of March.

In April, I gave a packet of information which I had prepared on high school courses, graduation requirements, past grades, academic strengths and weaknesses for each student and other data to each eighth grader and reviewed its contents. A week later, I held an eighth-grade parents' night to go over the packet with them and to show them and their students the different vocational programs available in the high school and answer any questions they might have about the upcoming transition into high school and possible career options. The vocational teachers and some of their students participated in this program, and the principal and superintendent were present to answer questions as well.

## Expected Student Results

Students were expected to demonstrate competency in the use of the Dictionary of Occupational Titles, the Worker Trait Group Guide, the Occupational Outlook Handbook, and the COIN index and microfiche reader.

Such competencies were to be demonstrated in showing the counselor in actual hands-on presentations that the students understood the use of the microfiche.

In the case of the DOT, the WTGG and the OOH, as well as the COIN, students were to show competency by completing a worksheet which asked them to compare the results of their Kuder Interest Inventory scores with the results of their Differential Aptitude Tests and make a list of five or six possible career fields that they would be interested in and also have some aptitude for.

They were then to take this list and look up various kinds of information specified on the worksheet in the sources mentioned above--information such as salary, educational requirements, DOT numbers, job outlook, etc.

The counselor would then review the worksheet with each student to assess student capabilities in using these materials and compile student comments about the design of the worksheet and the usefulness of the sources in helping them to identify and investigate career options.

Materials were provided by the Upper Valley Career Development program (the COIN microfiche, the DOT, and the OOH), and Botkins Local Schools (the Kuder and DAT tests). The worksheet was designed by the counselor and produced on the school copier.

## Who Achieved Results

Of the 44 eighth graders who were tested and trained, 100 percent eventually demonstrated competence--though 6 had to be retrained before they understood all the procedures.

Success was judged by counselor observation, successful completion of the worksheet, and an interview with the counselor to discuss results of the process.

No data were collected. The evaluation process was informal, and has been explained on the previous page. The process was done orally so that the counselor could judge student capabilities and offer more intensive help on the spot to those who needed it and discuss the results of the career-exploration process with each student.

## Evaluation

How: Through the use of the completed worksheet, and counselor interviews with each student, as detailed on previous pages.

Who: All eighth-grade students in the Botkins Local School system were evaluated.

Summary: The process was responsible for introducing students to their aptitudes and interests, and for demonstrating to them their strengths and weaknesses.

The exploration training and the worksheet pointed out not only how to use resource materials but also what factors should be considered in exploring possible careers. Students became more familiar with job terminology, the wide variety of career fields in the world of work, the salary ranges and requirements of some occupations--as well as other data--and their own interests and possibilities.

The purpose of the program was to show students the variety of career possibilities in the "real world," and to help them look realistically at themselves and their future potentialities. I feel that this simple (and extremely cost-effective) method met that goal, and that students can go on from here to further investigate and plan for their lives after high school.

**School 10**

## Program Narrative

Students in eighth grade at Bums received career information in a variety of activities this year. Much of the coordination of services occurred through the reading classroom and curriculum beginning in September and ending in April.

Speakers from the community were participants at scheduled intervals to discuss their world of work. Through the classroom discussions and handouts/activities, students became aware of lifestyle choices, level of education required, and personal abilities and preferences involved in a career choice. Informal self-assessments gave each student more data for their own profiles. The county career education coordinator visited the students twice to conduct activities for the students.

In January, eighth-grade students began putting their data together to choose courses for ninth grade. We conducted group discussions and individual counseling for each student. A parent-orientation night was also coordinated.

Career exploration culminated on April 13 when students participated in a career day to hear three of eighteen career speakers discuss their jobs. Gifted and talented students also had an opportunity to shadow an adult in the world of work (Shadow Day).

## Expected Student Results

The target group included all eighth-grade students in Buckeye Valley Middle School. The expected behavior was to acquire knowledge of the world of work and exhibit these skills through various classroom experiences. Teaching strategies would include classroom discussion, lectures, small-group activities, and guest participation. As a result, students would be able to use the decision-making process, list possible careers of interest, plan a high school academic curriculum for themselves, and increase their awareness of careers available in the world of work.

## Who Achieved Results

All students participated in the following:
1. Activity sheets during discussions
2. Informal career assessments
3. Scheduling/counseling for ninth-grade classes
4. Career day
5. Guest speaker experiences

Nineteen percent of eighth graders experienced Shadow Day and written evaluation.

In final questionnaire, 81 percent of students felt they had--
1. increased knowledge in world of work,
2. increased awareness of personal interests related to careers,
3. increased abilities in decision making and high school planning.

Twelve percent felt that they had not experienced significant increases in those three areas. Seven percent were absent during the questionnaire or chose not to respond.

## Evaluation

How: Evaluation included (1) student progress on worksheets; (2) informal career assessment profile; (3) homework assignments; (4) participation in small and large group activities; (5) career day and shadow day experiences.

Who: All eighth graders enrolled in reading classes between September of 1987 and April of 1988. Enrollment fluctuated between 134 and 142. Adult presenters also had the opportunity to evaluate the students through written questionnaires. The reading teacher evaluated the counselor's presentations.

Summary: Eighth-grade students (1) acquired a greater knowledge of characteristics of self; (2) expanded their knowledge of the world of work; (3) developed greater competencies for career planning and decision making.
Future refinements: (1) Structure small-group discussions in career clusters of interest; (2) expand shadow day experience to others; (3) make students more aware of post-high school educational training choices in central Ohio.

School 11

## Program Narrative

In August administrators were made aware of the new additional materials, and some discussion followed with regards to their use. Both elementary and high school staff members were given a complete list of the materials and a brief presentation (also listed in resource guide from guidance center).

Late September provided an excellent time to visit the sixth grade (66 students, 3 instructors) classrooms. We viewed the filmstrip, completed the sort, and held a discussion. The individual classroom teacher then instructed the students in small groups on the use of the Career Planning System, and students were permitted to use it during individual "free time." In April the eighth grade received information in the classroom on the Career Planning System. This was done during the eighth-grade career unit. Students in the junior high were then permitted to use the system during study hall time or before or after school in the high school media center. Our high school students (330) also had access to it in the high school guidance center.

Also in late August the PEAK program was given to the mathematics department with discussion of its use--well-supported by the administration. Activities were used with seventh- and eighth-grade students (155) to accent materials and the text--also used as extra-credit activities. No tests or quizzes were given to enable student participation.

The Connections School and Work Transitions were adapted for use in the DH unit and also some selected use with the sixth and seventh grade (140 students total).

## Expected Student Results

The students will identify self-characteristics, personal areas of interest, and achievements through participation in classroom activities.

The students will learn about job skills, positive work attitudes, and habits through group discussion.

The students will explore the world of work and how to expand their options through a career search with the use of multiple resources.

The students will learn the relationship of educational preparation to potential occupational choices through activities used in mathematics, English, and possibly the social studies coursework.

The students will maintain a career portfolio or file.

## Who Achieved Results

Time did not permit for the design of a measuring instrument. No physical data can be provided. Teacher and counselor observations: Most students appeared interested in career information. Many were particularly pleased with CPI, with the exception that "it was too long." Some eighth-grade student comments were included in the profile-me folders, but they pertained to the entire career unit and career day.

## Evaluation

How: Informally--discussion with teachers and a few of the students involved. Ours is not a competency plan of guidance. We do not test student outcomes, at this time.

Who: Myself--in presentation of materials; students--in their use of materials and enthusiasm.

Summary: Student use appeared worthy of the time invested; however, many of the students still seem remote to "the future" orientation. Several staff members were very pleased with the additional materials and classroom presentations; however time does not permit elaborate written evaluations due to other priorities and written reports.

## School 12

## Program Narrative

I presented the Group Interest Sort to selected sixth-grade students. We used the Career Planning Computer System to assist in exploring careers they were interested in.

The COP System Interest Survey was presented to seventh-grade students, and career groups in the C.P.S. computer programs were explored.

I expanded the program to include a group of eighth graders. We used the COP System, Career Compass, and then proceeded to use a mentor system to expand the exploration into a particular career.

Materials used:
- Group Interest Sort
- Career Planning System
- COPS Interest Survey
- Career Compass
- Community mentor system

Timeline: Second semester through summer school.

Additional Career Planning System computer disks were ordered and used. The program is going to be used again this year.

## Expected Student Results

Sixth Graders:
1. Able to use an Apple computer
2. Relate interests to the world of work
3. Generate an academic program

Seventh Graders:
1. Relate interests to an occupational group
2. Stress relationship between interest and satisfying work experience
3. Able to use an Apple computer
4. Generate academic program

Eighth Graders:
1. Relate interests to occupational group
2. Stress relationship between interest and satisfying work experience
3. Generate academic program

### Who Achieved Results

1. All participants achieved positive results to a varying degree.
2. The introduction to the computer received the most enthusiastic support.
3. All learned the importance of the relationship between interests and occupation.
4. Based on occupational interests, academic plans were individually developed for the eighth graders as they enter high school.
   Sixth and seventh graders' academic plans were based on the high school program when they attain that level. Their immediate program was limited to a set academic schedule so they were encouraged to investigate their academic interest areas.

### Evaluation

How: (1) written assignments--interest surveys--planning academic program; (2) each student turned in a written evaluation; (3) random parent interviews.

Who: People in the program and parents of those involved.

Summary: Based on the verbal and written evaluations, the program was a benefit to those who participated. The program will be continued this school year. The difficulty is providing enough time to get the students scheduled on the computer. To do this with large groups would require access to a computer network. I am targeting different groups throughout the year to assist as many students as I can.

## School 13

### Program Narrative

The eighth-grade students were given the COPS Career Management System which included the CAPS, COPS, and COPES surveys. The tests were given as part of the world of work unit which took place during the fifth through sixth week grading period of the 1987-88 school year. The surveys were given on three successive Tuesdays and scored by the students on the following Thursday. The results were interpreted by the counselor on the fourth Tuesday, and the students then took home the results.

## Expected Student Results

The expected results were that the students would be aware of their interests and abilities and begin to look at careers that would meet their abilities and interests.

## Who Achieved Results

Evaluation on success was judged by the students' ability to pick out five careers that met both their abilities and their interests. This was done by a pencil paper type test in which the students were allowed to use all the materials from the COPS System of Career Management. All 45 students were able to name five careers that met their own interests and abilities.

## Evaluation

How: The program was successful because the tasks were completed and the students could choose five careers that met both their abilities and their interests. Our goal is that the students, when they become tenth graders, will better choose whether to do an academic or a vocational program.

Who: All eighth grade students (47).

Summary: This program was outstanding. It helped the students become more aware of occupations that they sometimes didn't know existed. They are more aware of their interests and their abilities at this time. We hope to test them again at the tenth grade to see if there has been any change.

**School 14**

## Program Narrative

Each eighth-grade student (165) identified his or her area of career exploration through the COPS Inventory. The project was begun in mid-October and completed in mid-November.

## Expected Student Results

Each student was able to demonstrate knowledge of his/her areas of interest and was able to relate that interest to career clusters and career options.

## Who Achieved Results

From my information, 85 percent achieved some mastery of COPS. My results were a bit skewed because I am also working with some Cambodian and Vietnamese children who study English as a second language. One hundred sixty-five students participated in this project.

## Evaluation

How: I evaluated the project utilizing (1) verbal feedback; (2) written evaluation form completed at end of program; (3) follow up conferences at time of high school planning conference; (4) COPS itself was in a sense part of the evaluation; (5) letters, memos to parents and faculty.

Who: All eighth graders

Summary: Each student seemed to have grasped basic information about career planning. For many it was the first exploration of the future world of work done in a focused, sequential manner. I have a need in my setting for materials that are in different languages, particularly Cambodian. While that may not be possible, there are career materials or should be materials that are culturally specific to Eastern peoples.

## School 15

### Program Narrative

The purpose in the plan was to expose potential dropouts to career interests. If potential dropouts would become interested in a career, it is thought that they might stay in school to pursue that career.

In November of 1987 teachers in the eighth grade gave a list of potential dropouts. In December of 1987, potential dropouts were contacted and dates were set up to take an interest survey. In January of 1988 the GIS Interest Survey was given to eight potential dropouts. Tests were graded and a course of action was set. In February of 1988, material on career choices through DOT were given to the potential dropouts. In March of 1988, a second session was held and additional information given to them. In April of 1988, four of the eight potential dropouts applied for programs in our vocational school for the next year. The other four have, for the time being, decided to continue school. One has not passed the eighth grade.

### Expected Student Results

The results were to keep the students in school and not have them dropout. To do this I wanted to get the students interested in a career rather than school subjects which they were failing.

### Who Achieved Results

Of the eight potential dropouts, none has at this time dropped out of school. Four applied to programs in our vocational school. The other four have not dropped out and have decided to continue school. One of them will not pass the eighth grade.

Of course, this will be monitored throughout the school career of the students. The results will not be final until the students either finish high school or dropout.

### Evaluation

How: We gave the students books and pamphlets on different careers. They used the Dictionary of Occupational Titles to find related careers, and then more information was given on those careers. The students then wrote a report on one career.

Who: Eight potential dropouts.

Summary: The project was very interesting to me and will be even more meaningful in the next three years, as we see if these eight students continue their school careers. All were disillusioned with school and were not doing well with regular classes. It will be interesting to see if these students can improve because of a career interest.

Too many students are not continuing school and then are unemployed. With this project, they may understand how important school is to their career.

## School 16

### Program Narrative

We worked with the seventh and eighth graders--mostly eighth graders, on career-planning activities.

We had the area JVS come into our school for presentations and we also traveled to the JVS for visits.

We purchased a career series which is available to students at any time in the library and we started guidance classes and talked about careers in those classes. We also used career guidance software in our computer classes.

We gave the eighth graders the Differential Aptitude Test (DAT) in conjunction with the Career Planning Questionnaire. These results were used in class and a copy of these results was given to each student. We also introduced the eighth graders (and some seventh graders) to the Occupational Outlook Handbook as well as the Military Career Guide.

### Expected Student Results

The career process is an on-going issue at our school, but particular attention is given to careers during the months of January, April, and May.

The majority of our work is done by the guidance counselor and classroom teachers at our school and the counselors and teachers at the JVS during guidance classes, classroom periods, library time, computer time, and individual guidance conferences.

### Who Achieved Results

Goal--100 percent career awareness:
1. 163 took DAT and received career awareness printout (99.3%).
2. 160 took career awareness field trip visits to JVS (97.5%).

School 18

## Program Narrative

I went into our third- and fifth-grade classrooms in October. We discussed self-concept and self-esteem, what they are, why they are important, and how to increase them. All students then took the Dimensions of Self-Concept Survey (89 fifth graders, six sixth graders). I received the computer printouts from the survey in November and went over them with the teachers. I chose not to go over them with the students because of the lack of concrete information for students. After screening the surveys, I invited 12 fifth graders and two sixth graders to join a "I am someone special group." I sent permission slips home to parents. I received yeses from seven fifth graders and from both sixth graders. We began the group in January and ran through May.

I visited all seventh-grade classrooms in early January to explain the computer program Career Finder. Students were to complete the Career Finder program in the library under supervision of the librarian by May 15. Students were to sign up during a study hall.

I received the video "Teenage Stress: Causes and Cures," but after a screening by myself, several other teachers, and our principal, we felt the content was too advanced for our eighth-grade students. I sent it back, and the publisher was kind enough to send another in its place--"Values, Decisions, and Success," which unfortunately is not effectively done. I am still attempting to secure a usable video.

I and other staff members passed out the pamphlet "Helping Your Child Plan a Career" to parents at our September open house and our November and February parent-teacher conferences. Career education posters were displayed throughout the year in the main hallway and in my office.

I previewed the following books: You Are Somebody Special, It's Easy to be Liked, and Coping with Shyness, Coping with Loneliness, and Coping with Fears, with students at all grade levels.

## Expected Student Results

1. All fifth graders, as well as six sixth graders completed the Dimensions of Self-Concept Survey. Computer printouts were received for each student. Results were shared with the fifth-grade parents in parent conferencing and also in child-study meetings. All fifth-grade teachers also received the survey results. Results were used to refer students to "I am someone special" groups.
2. All seventh graders were given the opportunity to complete the Career Finder computer program.

## Who Achieved Results

1. One hundred percent of the fifth graders were administered and received the results of the Dimensions of Self-Concept Survey. Twelve students or 13 percent of those surveyed were invited to attend weekly guidance sessions--"I am someone special groups."
2. Sixty-one seventh graders or 72 percent completed the Career Finder self-assessment.

3. Eighth graders did not view "Teenage Stress: Causes and Cures" which was determined to be inappropriate.

## Evaluation

How: Counting completed tasks and observations: (1) Many of the seventh graders were visibly excited about completing the Career Finder. Some were even motivated to seek out more information about a career area from the Career Finder. They enjoyed doing the program on the computer. (2) Several of the fifth graders and both sixth graders in the special group really grew to feel better about themselves and their school work. This was evidenced by better study habits, improved grades, less peer conflict, and a generally happier disposition.

Who: Students--by tasks completed and observations by myself--self-evaluation.

Summary: I was very pleased with the fifth graders' completion of the Dimensions of Self-Concept Survey. It enabled me to gain valuable information about our new students. We are a fifth-through-eighth-grade school. The results were also helpful to the teachers. It was a super device to recommend students for group self-esteem work. I had hoped to do more work with the Career Finder printout. There were several problems: (1) We only have one computer with a printer. The program takes minimally 20-25 minutes, but can go on for 40-45 minutes. (2) Since our class periods run 43 minutes, only one student can do the program in a given period. (3) Some students do not have a scheduled study hall, and it's difficult to schedule them out of a class. (4) Our librarian teaches one to two periods a day, and students are not allowed in the library when she is teaching.

I'm glad I got to participate in your guidance conference. It enabled me to do several activities that would have otherwise been unattempted.

## School 19

## Program Narrative

I worked with our language arts teachers, who gave Dr. John Holland's The Self-Directed Search booklet. These teachers also used related career material to complement and expand on his career decision-making process. All of our eighth graders (181) spent a week in February working with this program just prior to the selection of their ninth-grade high school courses. The purpose of this activity was to help our students identify their personality-interest codes (realistic, investigative, artistic, social, enterprising and conventional based on Holland's theory of vocational choices) and relate this to present and future educational and career choices.

The following is an outline of the daily activities for the week:
First Day: The language arts teachers introduced and explained the six personality-interest codes. They used a teacher-made rating worksheet to get students to look at themselves. Each student then asked another student in the class to rate them. For an assignment, they had to take the worksheet home and

have their mother, father, brother(s) and/or sister(s) list their personality traits.

Second Day: Students went over the results of the various evaluations with the teacher and shared the information with another student. Then, the teachers passed out and explained the booklet The Self-Directed Search. Students spent the rest of the period working on this booklet.

Third Day: Students finished the booklet and the teachers spent the last part of the period explaining the results.

Fourth Day: Students used the results of the The Self-Directed Search to begin looking up additional information in the Yellow Pages of Careers. This gave the students some general information on some of their career choices.

Fifth Day: Students continued to use the Yellow Pages of Careers for more career information, while some students were sent to the library to use the Encyclopedia of Careers and the Dictionary of Occupational Titles. These two sources gave them more specific information on their future career choices. All students were encouraged to continue exploring careers related to their personality-interest codes (examples: use the library, state employment agency, personal interviews, part-time work experience, etc.).

## Expected Student Results

Goal: To establish a baseline for student exploration of careers and to develop skills for this career decision-making process.

Objectives:
1. To help students discover more about themselves.
2. To make students aware of the varied career opportunities.
3. To relate a variety of careers to their personalities and interests.
4. To integrate their personality-interest with some specific careers.
5. To encourage students to seek out part-time and summer jobs in their interest areas.
6. To help students to secure more information about career relating to their personality-interest areas (library, state employment agency, personal interviews, etc.).
7. To help students relate their personality-interest traits to future occupations.
8. To help students relate individual interest, abilities, and competencies to career decision making.

## Who Achieved Results

One hundred and eighty-one eighth graders completed the personality-interest profile sheets (teacher-made worksheet), The Self-Directed Search booklet and related career activities. We judged the success of this activity on several outcomes. First, all students completed the worksheets and "The Self-Directed Search." Second, all students used The Jobs Finder to find occupations related to their SDS codes. Finally, all students were encouraged to use other sources (Yellow Pages of Careers: How to Find the Careers for You and the Encyclopedia of Careers And Vocational Guidance) for additional information related to their SDS job code or personality-interest traits.

In this activity, we felt that completion of the material and hopefully the interest created for further investigation of careers were an important part of the overall evaluation. Our evaluation plan included the following:

1. Completing the worksheets and the workbook
2. Identifying personality-interest traits or job codes
3. Listing of possible jobs, careers related to these SDS job codes
4. Sharing information with friends and classmates
5. Sharing information with parents and other family members
6. Generating interest for further investigation of future careers

Finally, our school librarian indicated that this activity created an increased demand for the use of career-related material in the library.

## Evaluation

How: We used the completed booklets, worksheets, job finders, etc., to evaluate the overall success of this activity.

Who: All of our eighth graders (181) were evaluated.

Summary:
1. Students learned more about themselves.
2. Students were made aware of a variety of career opportunities.
3. Students related their personality-interest traits to job codes and the job codes to careers.
4. Students were helped to secure more information about themselves and careers.
5. Students were encouraged to continue working on the career decision-making process.

Overall, we felt this activity was timely and very successful.

## School 20

## Program Narrative

All eighth-grade students in the Crooksville Schools participated in regularly scheduled guidance/career classes. The classes met throughout the school year in 40-minute, bi-weekly groups supervised by the school counselor.

During the first semester, the students used class time to gather information about themselves and various worker trait groups. The results of those investigations were kept in individual career folders which included the following:

1. Group Interest Sort
2. COPS Interest Survey
3. JOB-O Career Planner
4. Work Values Checklist
5. Work Activity Preference Checklist
6. Work Situation Preference Checklist
7. Aptitude Self-Estimate Record
8. Work Conditions/Physical Demands Checklist
9. Learning Styles Inventory
10. Torrance Test of Creative Thinking
11. California Achievement Test

12. Test of Cognitive Skills
13. Work Skills Competencies Checklist

Throughout the third nine-week period, the students combined what they had learned about themselves with information gathered concerning a specific career choice or goal. That activity culminated with each student writing an individualized educational/career plan and making appropriate choices on a high school class registration form.

During the final school term, the students gained work competencies appropriate to succeeding in the world of work. They rated themselves on each work skill or habit to identify areas where they most needed improvement. The Work Maturity Skills series developed by the National Center for Research in Vocational Education served as the basis of that study.

Information about career choices and educational plans were obtained by using the following resources:

1. Chronicle Guidance Briefs
2. Encyclopedia of Careers
3. Dictionary of Occupational Titles
4. Occupational Outlook Handbook
5. Ohio Career Information Service printouts
6. Career Decision Making textbook and filmstrips
7. Worker trait group guides

## Expected Student Results

1. By using various textbooks, worksheets, inventories, and standardized tests, students will identify, monitor, and develop their career-related characteristics, including interests, abilities, values, and preferences.
2. By using textbooks, guides, and other sources of information, students will gain knowledge of the many characteristics related to the various worker trait groups.
3. By comparing their assessed characteristics with their knowledge of worker trait groups requirements and characteristics, students will develop an individualized career plan consisting of both short-range and long-range goals, and an educational course of study designed to help meet those goals.
4. Through various means, students will identify the work habits and attitudes necessary for job success and rate their ability to exhibit such skills or habits.

## Who Achieved Results

Of all regularly scheduled and mainstreamed eighth-grade students, the following results were obtained in the first phase of the program:

100% completed the Group Interest Sort Survey
100% completed the COPS Interest Survey
100% completed the JOB-O Career Planner
100% completed the Work Values Checklist
100% completed the Work Activities Preference Checklist
100% completed the Work Situations Preference Checklist
100% completed the Aptitude Self-Estimate Record

100% completed the Work Conditions/Physical Demands Checklist
100% completed the Learning Styles Inventory
90% completed the Torrance Test of Creative Thinking
90% completed the California Achievement Test
90% completed the Test of Cognitive Skills

Of all regularly scheduled and mainstreamed eighth-grade students, 100 percent developed a satisfactory written individualized educational/career plan. Such written plans were deemed satisfactory if they addressed 15 of 20 questions or areas of concern (only 15 because some of the questions did not relate to certain career areas or asked for information that was not available).

One hundred percent of the regularly scheduled and mainstreamed eighth-grade students studied and rated themselves on a checklist of working-skills competencies. They identified which competencies were judged as their strong points and which most needed improvement. Thirty-five percent of those students voluntarily participated in a program whereby they were rated by four of their classmates.

Ninety-three students were participants.

## Evaluation

How: Evaluation was done on a continuing basis through observation of student work activity. In addition, the results of various checklists, rating scales, inventories, or other such instruments were used. However, the primary instrument of evaluation was the individualized educational/career plan developed by each student.

Who: The evaluation included all students participating in the program (all regularly scheduled and mainstreamed students in the eighth grade).

Summary: Students were able to realistically evaluate a possible career choice by using a wide variety of criteria including interests, aptitudes, values, and preferences.

Students learned that it was possible to systematically and logically study careers from the standpoint of their personal characteristics.

Students learned to plan for future career choices based upon such a systematic and logical approach rather than upon luck or emotions.

Students registered for high school classes using the knowledge they had gained about themselves and about careers.

Students learned about employability skills in terms of the specific behaviors needed to get and keep a job.

**School 21**

## Program Narrative

I worked with the home economics teacher to expand her unit on family relations and child care.

Materials used:
- Filmstrips from SVE (Society for Visual Education)
  - Infant Care and Understanding
  - Child Care 1-3, 4-6
  - Parenting
- Computer certificate maker--from Springboard
- "Working" video

Activities:
- Field trip to "Calico Corners" Day Care Center
- Nursery school day
- Some did individual projects (plan child's party, babysitting, coaching children's team, etc.)

## Expected Student Results

1. Students analyzed their interests, strengths, and areas for improvement.
2. Students explored the careers of parent, child-care worker, babysitter.
3. Students learned to care for young children and plan suitable activities.

## Who Achieved Results

Success was judged by evaluation sheets done by students following the field trip and nursery school experiences. They were both worthwhile endeavors as judged by the students' responses.

## Evaluation

How: Tests and quizzes; copied some of the "Skill Extender" sheets which accompanied the SVE filmstrips to use as both worksheets and quizzes; observation sheets from field trip and nursery school.

Who: Approximately 20 home economics students.

Summary: The program was very successful and beneficial to the students' present and future lives. The materials ordered through the conference were very helpful and well-received.

**School 22**

## Program Narrative

The fifth-grade class was given instruction in test-taking skills. The guidance counselor gave instruction in four areas. They are as follows: preparing to take a test, taking multiple choice and true-false question tests, taking reading comprehension tests, and taking essay tests.

Pretests and posttests were given before and after each unit beginning in late October. The instruction phase was completed by mid-November. Teacher informal observation continued throughout the school year.

Materials and resources used included the SVE life skills: test-taking skills filmstrips and tapes, pretests and posttests, and examples from tests the students had recently taken.

### Expected Student Results

1. Better test results
2. Diminished test anxiety
3. More efficient use of study time

### Who Achieved Results

The instruction was designed to improve students' test-taking skills. There was no set standard for success or failure. The students who achieved less than 50 percent on the posttest were given remedial retraining instruction and were given the posttest again.

Throughout the year, students who did particularly poor on subjects tests were referred for "brush up" instruction.

### Evaluation

How: Evaluation occurred through a series of four pretests and four posttests. The students were observed throughout the school year.

Who: The fifth-grade students.

Summary: The teachers and myself find the program to be beneficial for the students. The students' scores on tests seemed to improve. The instruction and test-taking practices often needed to be reviewed as students tended to relapse into old habits.

The students particularly liked the reading comprehension section. They thought they were getting away with something by "cheating" and reading the questions before reading the selection.

The test anxiety seemed to subside as the students gained confidence. The average students, in particular, seemed more relaxed and gave fewer complaints about taking tests.

One of our expected results, that of more efficient use of study time, we do not feel that we accomplished. We saw no improvement in this area. There is no set procedure to determine this, so we're not sure one way or the other. However, through casual observation no change in behavior had been noted.

## School 23

### Program Narrative

It is my intent to sell my counselors on the benefits of competency-based guidance. This will be done by showing them ways in which some of their paper pushing can be reduced and how they can write their own job description. This in turn will provide a proactive comprehension program that meets the needs of our students.

## Expected Student Results

Each counselor will start to understand the benefits of competency-based guidance not only for their students but also the counselor. Program elements will include but not be limited to inductive and deductive planning, and establishing elements of rationale, philosophy, goals, and competency evaluation.

Research and background information will be derived from conference materials, contact with experts (Johnsons) and the National Center for Research in Vocational Education.

## Evaluation

How: Direct observation and conferences with counselors.

Summary: The junior high counselors in the Oak Hills Local School District facilitate the maturing process of junior high students as they move out of the elementary school and prepare for the high school. Of utmost concern to counselors is the task of helping the junior high student with socialization, self-discipline, and decision making. This is accomplished in a number of ways. Crisis intervention, teacher-parent consultation, individual counseling, group counseling, classroom visits, and the ongoing process of registration/class placement are a few of the services rendered to maximize student potential. We also recognize the special needs of some students and provide appropriate placement. All efforts from the junior high counseling departments are directed toward helping the adolescent successfully bridge the gap from elementary school to senior high school.

School 25

## Program Narrative

In October of 1987, the guidance counselor and I sat down to discuss career guidance and what we were going to do during the school year so all eighth graders would be prepared to sign up for their ninth-grade classes.

A parent group was formed and met with us four times. The students were taken to our local JVS for a tour to see the various career opportunities they had available.

Our guidance teacher gave the PIC test during social studies classes. From the results of this, we were able to select people from our community to talk on their careers to all eighth graders over a two-day period. Each eighth grader could hear from two to four speakers. This was at the end of January 1988. In February we had a parents' tea and discussed signing up for ninth-grade classes which was done the months of February and March.

## Expected Student Results

Students were expected to be thinking what career they would like to go into. Along with the PIC results, visitation to the JVS, and our career day, this expectation hopefully them in their selection process.

## Who Achieved Results

Each student met individually with his parents and guidance counselor to sign up for ninth-grade courses. If parents could not be present, the student met alone with the counselor. Eighty-two percent of the parents showed up. There were 176 students or 100 percent who participated.

## Evaluation

How: An individual conference was set up with each student and parent to organize ninth grade schedules. In doing so, the PIC inventory test along with the other things we did this year helped to make it clearer what students wanted to select in their course of study.

Who: Eighth-grade students.

Summary: We find it is very hard for eighth graders to get serious about their future. It was hoped that giving the students the PIC test, exposing them to career speakers, and touring them through our JVS would give them information that would help them in selecting their curriculum for grades nine through twelve.

This worked very smoothly for us and I feel we will do the same thing next school year.

### School 26

## Program Narrative

Approval was obtained from the building principal and classroom time in mid-November was scheduled with the teacher. A vocational-interest inventory, "The Career Game," was administered by the school counselor to the eighth-grade students. The inventory was scored with the students, and time was given for discussing the results.

Follow-up activities were conducted by the classroom through the spring of the year. These activities included the following:

1. Brainstormed jobs available today--not 10-20 years ago. Discussed least and most desirable jobs and reasons why.
2. Studied new vocabulary created recently by new jobs.
3. Filled out application forms for jobs and Social Security forms.
4. Planned financial budgets, based on jobs students expected to have in 10 years.
5. Researched comedians, medical doctors, inventors, detectives, actors, etc., and reported on training required and duties performed.

6. Looked into what is involved in running for political offices (campaigning, publicity, etc.).

### Expected Student Results

The eighth-grade students engaged in the planned activities with interest. They participated by taking the interest inventory, discussing the results of the inventory, and completing the follow-up activities as directed by the classroom teachers.

It was expected that the students would participate in all activities and they fulfilled that expectation. Exposure to various occupational options was the overall goal of this project. All students completed their work assignments as instructed.

### Who Achieved Results

All eighth-grade students achieved the approved results. The success of the project was based upon the student's participation in the project and his or her completion of assignments and tasks.

Exposure to and acquisition of information about a variety of vocational fields was the overall goal of the project.

### Evaluation

How: Evaluation included observation of students' participation and collection of their completed tasks and assignments.

Who: All eighth-grade students were evaluated.

Summary: Students are generally amazed at the variety of jobs and vocations available. They seem very surprised at what is involved in the preparation for a particular vocation. It is enlightening to them also as to discover the many facets of a job or vocation.

Most junior high students have only vague ideas about what they might be interested in doing vocationally after their school experience. Often they "cycle through" several interests before settling on a specific job or vocation. It is interesting to note, however, that about 10 percent of the students involved in this project identified, with considerable certainty, a specific job or vocation in which they wanted to engage.

## School 27

### Program Narrative

Develop and implement career activities for grades six, seven, and eight, in the areas of world of work, decision making, and planning.

Sixth Grade:

Activity: Sixth-grade students toured a wire assembly plant of Packard Electric, General Motors Corporation.
Time Line: March 1988. Four classes (119 students) participated in the tour. The day before the tour, plant personnel visited two classes for a pre-tour preparation session. Students were shown a videotape of the assembly lines, products manufactured, worker skills required, etc. During the plant tour each class was divided into groups of five. Each student was allowed to work with a plant employee in an actual assembly line situation.
Staff Involved: World of work career specialist, Packard Electric personnel, sixth-grade teachers, and the guidance counselor.
Purpose: To provide students with an opportunity to participate in a real-life work situation.
Resources: Packard Electric and school personnel.

Seventh Grade:

Activity: Seventh-grade students were involved in a group-guidance activity relating to the decision-making process.
Time Line: January 1988--58 students in two health classes.
Staff Involved: Guidance counselor and the health teacher.
Materials: Counselor-made handout; wall chart with outline/narrative on the decision-making process.
Purpose: To present students with a structured decision-making process.
Method: Counselor presentation and discussion.

Eighth Grade:

Activity: Eighth-grade students (214) were involved in (1) career day; (2) ninth-grade course selection. Twenty-four students were involved in a "shadow" activity.
Time Line: January 1988-career day; February-"shadow" activity; February and March-scheduling for ninth graders.
Staff Involved: Career specialist, high school counselor, eighth-grade teaching staff, and the guidance counselor.
Purpose: To acquire knowledge of the world of work and to become acquainted with the vocational programs at the high school.
Resources: Career day--sixteen speakers from various professions and occupations in the Warren area. "Shadow" activity--vocational programs at Warren G. Harding High School.
Methods: (1) Speaker presentations--students selected two occupations they were interested in. (2) Class discussions--in reading classes; before and after career day. (3) Surveys/evaluation forms--used to determine student interest and to assess student reaction to career day. (4) Visits by selected students--visited two vocational areas at the high school.

## Expected Student Results

Sixth Grade: Sixth-grade students would have an increased awareness of the kinds of work performed on an assembly in a manufacturing plant.

Seventh Grade: Seventh-grade students could list and apply the five steps of a decision-making process.

Eighth Grade: Eighth-grade students would acquire knowledge of the world of work and utilize this information in selecting courses for the ninth grade.

## Evaluation

Sixth Grade: (1) Student questionnaire on plant visit; (2) observations of students during the activity; (3) classroom discussions.

Seventh Grade: (1) Written assignment--list sequentially the five-step decision-making process. Results--48 students were successful; two did not complete task; eight were unable to list steps correctly.

Eighth Grade: (1) Evaluation forms completed by each student after career day; (2) completion of high school course selection (205 of 214 students completed and turned in a course selection sheet); (3) observations and classroom discussions.

### School 28

## Program Narrative

All students taking ninth-grade English were involved in a career course during the 1987-88 school year. The guidance counselor and English teacher team-taught two classroom sessions per month beginning in October and ending in April. The English teacher also incorporated career topics into her daily lesson plans. Many of the writing assignments were lead-ins to the career unit. A total of 111 students were involved.

Each student was given a plain manila folder for career materials and notes. Information was also recorded on the folder regarding vocational interests, personal and work values, decision-making steps, and so forth.

Overview of the Career Course:

*Materials purchased at the Junior High/Middle School Career Guidance Conference, June, 1987.

1. Holland's Personality Mosaic was given and related to job clusters.
2. COPS (Career Occupational Preference System) Interest Inventory was given. This defined the kinds of work each student is interested in doing. Specific occupations were looked up in the Occupational Outlook Handbook and the Dictionary of Occupational Titles.
3. Students wrote a description of their three top occupational choices. This included the necessary education and training requirements.
4. Personal values were discussed and related to work values.
5. Decision-making steps were reviewed and small groups to practice listing options were used. Robert Frost's poem "A Road Not Taken" was used as an analogy.
6. A discussion on getting along with difficult people was conducted. This was related to family, friends, school personnel, and bosses. Included topics were types of difficult people, ways of coping, role playing negative and positive reactions, evaluating one's own areas, and how to improve.

7. Definitions of male and female stereotyping were provided, with emphasis on the fact that sexual stereotyping limits the possibilities of career selection. Activities were used from the Choices and Challenges books and workbooks. The reoccurring themes of open-mindedness and nontraditional jobs were emphasized throughout the year.
8. The video "Working" by the Metropolitan Life Insurance Company was used to introduce the unit on getting a job. Topics included creating a work history, applications, resume, job interview, and job survival skills.
9. Time was spent helping the students find a job to shadow. An entire day was spent at a job of their choice to learn, first-hand, what that job is all about. Each student was required to complete a form with interview questions and to write a lengthy report of their shadowing experience.

Materials purchased and used outside this specific career unit:

1. The High School Survival Guide by Barbara Mayer--two copies--one was placed in the junior high library and the other in the guidance office.
2. How to Help Your Child Choose A Career by Luther B. Otto--used with parents of eighth graders for freshman orientation.
3. The Stress Kit (audio cassette and game)--used with students in small-group sessions.

## Expected Student Results

1. To better understand themselves in terms of needs and interests.
2. To relate their needs and interests to job clusters.
3. To explore their job clusters to learn what is needed and expected in three specific occupations.
4. To clarify what values are important to them and relate them to work values.
5. To review decision-making steps and relate them to the job market.
6. To better understand difficult people and how to get along with them.
7. To understand the limitations of sexual stereotyping in the job market.
8. To know the process of getting and keeping a job.
9. To experience a day on a job (shadowing) of their choice.

## Who Achieved Results

We feel all 111 English students benefited from this career unit. During the year, every student participated in the discussions and classroom activities. Every student turned in a folder at the end of the unit with completed worksheets and written assignments. Eighty-seven percent of the students turned in the report on three occupational choices, and seventy-three percent of the students spent a day shadowing a job and completed the interview sheet and written report.

## Evaluation

How: (1) classroom discussions--participation; (2) written handouts completed during class; (3) folder containing all completed work; (4) written report on three occupational choices; (5) interview sheet on shadowing experience; (6) written report on shadowing experience.

Who: All students in ninth-grade English.

Summary: Overall, we feel this career unit was a success. We plan to continue this program each year and build and expand on the activities we did the previous year. Next year, we plan to use more parents and community people and guest speakers.

## School 29

### Program Narrative

The JOB-O Career Interest Inventory was administered to all 55 eighth-grade students at the Edgerton Middle School during the month of April. The Interest Inventory was presented to the students by the guidance counselor. It was presented to students in classroom groups over a time span of two classroom periods.

### Expected Student Results

All fifty-five students in the eighth grade will complete and score a general interest inventory (JOB-O). Students will then use the information as they consider and make plans for high school registration.

### Who Achieved Results

A total of fifty-five (all) eighth-grade students completed and self-scored the JOB-O Career Interest Inventory. Forty-seven of the fifty-five students completed a student evaluation of the JOB-O Career Interest Inventory.

### Evaluation

How: A student evaluation questionnaire was given to each student to complete and return to the guidance counselor.

Who: The JOB-O Career Interest Inventory was evaluated.

Summary: The JOB-O Career Interest Inventory was well received by most students. Backing up that observation is the fact that 39 students felt that it was important to know what jobs they may have an interest in for further planning.

## School 30

### Program Narrative

This counselor met with the eighth-grade students on an individual basis and in groups, primarily with the reading and English classes. My main objective was to have these students be more aware of their powers, interests, and possible limitations.

Students actually begin the process in the seventh grade by completing a student profile questionnaire. This sheet is the first step in helping the student have better foresight into their present and future goals. Also, the students use a book called The Career Game. This tool helps them probe their feelings and personality so as to help give them a clue in regards to a successful career choice.

At the eighth grade level, the 3R's test was administered. It was used to help measure basic skills. Students were given the opportunity to use the guidance office to review films, filmstrips, and reading materials on career opportunities. The career-planning program and JOB-O were also selected and used in the process. A career day was held at the school where students heard speakers in five career areas of their choice.

Time lines were established for these events, but were not followed inflexibly. It was hoped that the program offerings would aid the students in occupational exploration and would result in a sound selection of courses for the high school level.

## Expected Student Results

The results I wanted to achieve from this program were to help assist the students in individual and career exploration. Hopefully, it provided the participants with accurate career-related information about themselves. This information would then be used to help develop a high school schedule based on an individual's abilities and career goals at this stage in time.

## Who Achieved Results

All eighth-grade students, by using their student-interest profiles, the career-planning program, and JOB-O, were able to explore two occupational areas of their priority choice. Each individual was then able to make out a workable schedule for the first year of high school.

## Evaluation

How: (1) Career day was evaluated by a student questionnaire the day after the event. (2) JOB-O and the career planning program were evaluated in the eighth-grade English classes by the student use of The Occupational Outlook Handbook and data provided by the test. The student high school schedule was evaluated and approved on an individual conference basis.

Who: All eighth-grade students.

Summary: I felt that most of the eighth-grade students at this time were able to go through the rudimentary stages of career exploration and were able to use the career tools provided (i.e., career day, career planning program, JOB-O, film-search, and so forth).

They were able to use the collected information about their powers, interests, and limitations to develop a high school schedule to meet their individual and career goals.

## School 31

### Program Narrative

The original plan of action called for students to begin developing their own individual printouts of possible career choices during the second week of September, using the career assessment and planning program. For a number of reasons including late arrival of hardware, more training time needed for students who would assist, and lack of administrative organization, students did not begin developing their printouts until January. Not all eighth-grade students were required to develop a printout. Instead, students were allowed to sign up if interested. Altogether 81 out of 229 eighth graders had an opportunity to develop a printout of their possible career choices under the guidance of the librarian and with the assistance of eighth-grade computer students and their instructor. Copies of each student's printout were kept and filed.

### Expected Student Results

Eighty-one of 229 eighth-grade students developed their own individual printout of possible career choices based on personal preferences and values, scholastic training, and job rewards. A copy was given to each student and a copy was filed for each student. These printouts can be a guide for these students, their parents, and counselors during each student's years in school and beyond.

### Who Achieved Results

In June 1987, a plan was formulated requiring 100 percent of Elida Middle School eighth-grade students to develop a printout of their potential career choices by using the career assessment and planning program. This program allows students to explore occupational clusters, related work activities, curriculum areas and areas of skills and attitudes. Even though only 81 of 229 students (35%) developed a plan, the program was successful. It allowed those who wished to take advantage of this program the opportunity to do so.

### Evaluation

How: Individual printouts were reviewed by the principal.

Who: All 81 students who developed printouts.

Summary: The program was very worthwhile. It is not for everyone, but can be useful for those students who are interested. More promotion of the program will be made at the beginning of the 88-89 school year with a goal of getting at least 75 percent of all eighth-grade students to use the program. The 87-88 school year was a trial year. A great deal of improvement should be made this coming year.

## School 32

### Program Narrative

The sixth-, seventh-, and eighth-grade students of Evergreen Middle School had the opportunity to gain knowledge of job clusters, identify personal interests, and match their interests with one or more job cluster. The students were introduced to various career-information materials including the DOT, the Worker Trait Group Guide, and the OOH.

Each grade level had 5 days of counselor-taught career education and exploration. Each student had the opportunity to take an interest inventory. Sixth grade students took the E-WOW, identified job clusters significant for them, and then had the opportunity to explore one or more career areas of interest in the DOT, Worker Trait Group Guide, and so forth.

In the seventh and eighth grades, I had to deviate slightly from my original plan of action, but only in the specific interest inventory administered, in that I had originally planned to use the Career Decision-Making System with the eighth grade and subsequently discovered that I was unable to do so in that this particular instrument is administered annually to all freshman at the high school. I used JOB-O with the eighth grade and substituted G.I.S. with the seventh grade. Students in the seventh and eighth grades completed a one-page worksheet relating job clusters and personal interests and job information. In addition, eighth grade students were required to investigate further to determine high school courses of study relating to one selected career.

## Expected Student Results

I expected all participating students to identify personal interest areas and to match their personal interest areas with one or more job clusters.

I expected participating sixth-grade students to complete the E-WOW interest inventory, seventh-grade students to complete the GIS, and eighth-grade students to complete the JOB-O. I expected all students to become familiar with (recognize) the DOT, OOH, WTTG, and various other career-information references. I expected all participating students to identify a career area and/or job cluster of interest. In addition, I expected the participating seventh and eighth-grade students to identify three possible careers (jobs) of interest and complete a one-page questionnaire regarding the selected careers. Eighth-grade students were also required to identify high school courses of study related to one selected job.

## Who Achieved Results

All students who participated in all five days successfully completed all activities. Difficulty arose with students who were absent, especially those who were absent during the fourth and fifth days.

## Evaluation

How: I evaluated on the basis of the completed tasks and by observation. As the students completed the interest inventories, attended group demonstration of OOH, DOT, WTTG, participated with WTTG at seventh-and eighth-grade levels, and completed the requested information on the one-page questionnaire, I recorded successful completion of my plan. The students who were in attendance were all able to match their interests with an appropriate job cluster.

Summary: Students of the sixth, seventh and eighth grades at Evergreen Middle School participated in a career-guidance project as outlined earlier in this report. I found that the younger students were less inclined, originally, to think in terms of job clusters or career areas. They were more inclined to cite specific jobs, during group-guidance sessions, as interest-related career goals.

The use of interest inventories aided the students to see jobs in terms of job clusters. The exposure to various career-information material encouraged them to see the correlation between two or more jobs within a job cluster.

Students who were present at all five days of counselor-taught career education and exploration successfully demonstrated knowledge in identifying personal interests and matching those interests with job clusters.

## School 34

### Program Narrative

Originally, the following self-assessment instruments were to be administered to all eighth-grade students at Fairlawn Middle School:

COPS (System Interest Inventory)--October 1987
CAPS (Career Ability Placement Survey)--January 1988
COPES (Career Orientation Placement and Evaluation Survey)--February 1988
JOB-O (Career Planning)--not administered
Making A Career Decision--not completed

### Expected Student Results

What I had expected to happen was that the students involved would make a decision involving a possible career choice. This decision would be made by comparing the results of all self-assessment instruments with a specific career option. The students would then respond with "yes, this would be a good career choice for me based upon my interests and abilities", or "no, this would not be a good career choice for me."

Unfortunately, I am employed on only a half-time basis, and I simply did not have the hours necessary to complete the project. Three of the four self-assessment instruments were finished, but the comparison of these with a specific career option was never accomplished.

Summary: The project went well considering it was not completed. Informal comments from students indicated that most appreciated and gained from using COPS, CAPS, and COPES.

Every effort will be made during the 1988-89 school year to administer the project in its entirety.

## School 35

### Program Narrative

Part A--Each fifth-grade student took the Learning Styles Inventory. Results were shared with students and teachers, and a copy of individual report with explanation was placed in each student's cumulative folder. Students developed study plans based on their new information (using Rita Dunn's Learning Style Inventory).

Part B--Each fifth- and sixth-grade student participated in an interest-inventory activity as part of their computer lab experience. After taking the inventory, each student interviewed a parent or significant other to gain additional information. Teachers used information gained as a basis for creative-writing assignments and classroom discussions. Students gained experience in the use of computers.

## Expected Student Results

Part A--Students and teachers would acquire new information about how each student learns, and the student then would apply this new information in such a way as to make studying a more successful experience.

Part B--Students have experience in using an interest inventory. Students would gain additional information regarding interests relating to various jobs. Students would gain experience in the computer lab that was purposeful rather than just devoted to learning the mechanics of the computer.

## Who Achieved Results

Each student experienced the expected results through participation in the two activities. No make-up times were used so any student who happened to be absent did not participate.

Data collected related to learning-style preferences for each student and became a part of the cumulative record.

## Evaluation

How: Part A--Random discussions with some classes related to the usefulness of the new information and study plans. Most reported more success in school when using new information and developed plans. Teachers felt the new information aided them in intervention techniques with specific students and in developing lesson plans. Part B--Collected completed interviews, discussions, and observation.

Who: Part A--Students and teachers; Part B--Students and teachers.

Summary:

Part A--The Learning Style Inventory results were beneficial to both students and teachers. Added information about "how I learn" assisted students in developing successful study plans and assisted teachers in developing lesson plans and intervention techniques for individual students. The success of the program can be judged in that teachers want the Learning Style Inventories budgeted for the 1988-89 school year.

Part B--Career exploration, which involved discussion of interests related to careers and discussions with parents about their careers and interests, was interesting. One major benefit is computer lab experience that is functional rather than exploratory. Teachers felt this activity was beneficial and should be a part of the computer lab curriculum in the future.

## School 36

### Program Narrative

My junior high students (a pilot group) were involved with career-cluster information so they could make better decisions about planning for high school and beyond.

1. By November, the students had all used the Keirsey Temperament Sort (computer) to better understand themselves. The results were kept in their (HSCCP) high school career-course planner folder. Near the end of the year, some students did an update to see if their style changed (most styles were the same). They plan to do this again next year.
2. Students used the Bank Street Writer and Filer to keep and sort information on careers. (This was kept in their folder throughout the year.)
3. Students used the Career Interest Survey in February and March. There was a lot of interaction among students when exploring career-cluster options.
4. This group went to Washington, D.C. in April, and we explored career opportunities as part of our study. Students worked on independent studies before, during, and after the trip.
5. I used Choice and Challenge for their personal writing, goals, and ideas clarification. These were kept in their folders.
6. Local study trips always focused on careers.
7. Darke County Mentorship Program was available in high school.
8. By May, students were ready to register for high school, and based on their "career knowledge," they made better choices for high school classes.

### Expected Student Results

1. Students used the Bank Street Writer and Filer to key their own records.
2. Students have the HSCCP folder (I keep these filed in a special area for them) to keep all their material.
3. Students have results of Career Interest Surveys and Career Clusters. They have compared their temperament with career cluster.
4. Students will use the folder throughout high school and keep grades and any new career information in it.
5. They have used the Dictionary of Occupational Titles and kept their files up to date.
6. From our local career day in April, they were able to put comments about certain careers in their folder.
7. The students planned high school classes.
8. For the future, material in the folder will also be beneficial in gathering information about the student's "style" and career-clustering interests. The above will be helpful in making decisions about the high school mentorship program.
9. High school planning is easier when students see the need for certain classes.

## Who Achieved Results

Thirteen students achieved approved results. I judged success by the following:
1. Looking at folders to make sure they were complete.
2. Listening to students interact with each other.
3. Asking whether career work helped students better plan their high school courses.
4. Asking whether students understood themselves better through Keirsey Sort.

All students learned a great deal about themselves, career clustering, and decision making.

## Evaluation

How: Folders were complete with (1) Keirsey Temperament Sort; (2) information on career clusters from Career Interest Survey (JOB-O); (3) independent studies material; (4) career day options; (5) written papers from Choices and Challenges; (6) study trip material; (7) summary from verbal interactions.

Who: Thirteen gifted junior high students.

**School 37**

## Program Narrative

Galion Middle School career week was held during the first week of December. During the two weeks preceding career week, the guidance counselor presented to each eighth grader three periods of career counseling and processes used in making career decisions. During these periods, students also took an aptitude inventory test. On Wednesday and Thursday, eighth graders shadowed parents or adult friends at their work place. We were also able to place several students in the State Attorney General's office and the State Auditor's office. On Friday speakers from a cross-section of the community spoke to all students about career opportunities in their fields. Students were able to choose three sessions from the thirty-two speakers who participated.

On Tuesday, students who had registered, mainly eighth graders, participated in a field trip to Pioneer JVS.

## Expected Student Results

All eighth graders will shadow a worker of their choice for at least a half-day. Each shadower will complete an observation log. All Galion Middle School students will attend three career sessions presented by community persons. Students will complete observation sheets for these sessions.

## Who Achieved Results

Of the 264 eighth graders, there were 281 shadowing experiences. A number of students shadowed for two days. Only 23 did not shadow at all. Based on the written summaries of the students, 231 found some value in the experience.

We did not do a formal written evaluation of the career mini-sessions on Friday. However, we did an informal pool by show of hands during English classes. Four hundred and twenty-nine students of the 458 present that day found at least one session to be informative and interesting.

## Evaluation

How: The following procedures were used: (1) Students completed observation sheets while shadowing in the work place. (2) During English classes students used the observation sheets to write a summary of their experiences.

Who: All eighth graders who participated in shadowing were evaluated. Speakers were evaluated by general observation and student reaction.

Summary: Students found the experience to be worthwhile. Several emphasized that the experience had left a deep impression on them. Others simply viewed the experience as a way to be out of regular class. Of the 241 students who shadowed, 231 made at least one positive comment in their essays.

Four hundred and twenty-nine pupils who participated in the career sessions on Friday found at least one of the three sessions to be informative and interesting. Four hundred and fifty-eight students participated in these mini-sessions.

## School 38

### Program Narrative

The Career Finder Project began in October when the guidance counselor submitted a news release to the school newsletter and the local newspaper. This article described the project which could be conducted with all eighth-grade students at Geneva Junior High School during the months of November and December 1987.

The guidance counselor then contacted the eighth-grade English teachers to arrange a time for the project to begin. The project began in early November when the counselor visited all eighth-grade English classes and introduced the Career Finder program. Students were introduced to the 21 occupational groups and a list of specific occupations under each group. The Career Finder questionnaire listing 10 interest areas and 8 categories of "types of work" was introduced and described to students.

The students were then asked to complete a Career Finder answer sheet indicating their preferences for types of work and their occupational interests. Students then listed three occupations about which they would like further information.

The completed answer sheets were taken back to the guidance office and processed on our IBM computer with the assistance of a junior high student.

Letters were sent to parents informing them of the project and encouraging them to discuss career interests with their child when the computer results were taken home. Parents were asked to sign the computer printout indicating that they had seen it. Parents were also given suggestions for follow-up career activities with their children.

The second day in the English class involved distributing the computer printouts to the students. Occupations with the highest scores were listed on the printouts. A description of the three occupations the student listed were listed with references to the Dictionary of Occupational Titles and the Occupational Outlook Handbook given at the end of each occupational description. A short classroom session was conducted so that the students could see what was included on the computer printout. Students were then taken to the library for a presentation of the occupational materials available for students' use in the library. The librarian then guided students through the Dictionary of Occupational Titles and the Occupational Outlook Handbook. He encouraged students to get library passes during study halls so that they could return for further research.

The guidance counselor then took all students to the high school guidance office for a demonstration of the OCIS computer. Students had an opportunity to get printouts of occupational information following their session by completing an order form for further occupational information.

## Expected Student Results

1. Students will be familiar with the 21 occupational groups used in the Career Finder program and will identify some specific jobs in each occupational group.
2. Students will use the Occupational Outlook Handbook, the Dictionary of Occupational Titles, the OCIS (Ohio Career Information System) as well as other occupational reference materials located in the library.
3. Students will explore at least one selected career field using the resource materials mentioned in outcome #2.
4. Students will identify one or more occupational group which matches their interests and desired occupational characteristics.
5. Students will become familiar with the OCIS computer located in the high school guidance office (through a demonstration) and will have an opportunity to request information about selected careers.
6. Parents will be aware of their student's occupational interests and will know specific career possibilities based on their interests.

## Who Achieved Results

Two hundred and fifty-one eighth-grade students participated in the Career Finder program and achieved the expected student results.

Success was judged through a very enthusiastic response from the students. Thirty-five percent of the students requested library passes to further explore the research materials in the library. Approximately 20 percent of the students requested additional career printouts from the OCIS computer in the high school guidance office. Ninety-five percent of the Career Finder printouts were returned with a signature from the parent indicating their involvement with the program. Twenty percent of the students talked individually with the guidance counselor regarding their career interests.

The eighth-grade English teachers were very excited and involved with the project and urged me to repeat it next year.

## Evaluation

How: Evaluation was done through observations, student comments, requests for library research passes, requests for OCIS information, and parental phone requests.

Who: Student response and enthusiasm was evaluated. Parental response was evaluated.

Summary: This project was successful as demonstrated by the enthusiasm of the students for career information. Many requests for library research passes and OCIS printouts were made following the Career Finder project.

This project stimulated interest in the career day speakers, who were here for a day in March, 1988. Many teachers noted an increased enthusiasm for career day as compared with previous years.

Another special career day took place in February with vocational education teachers and students doing demonstrations of selected vocational fields. The Career Finder Project in November helped stimulate increased interest in the vocational demonstrations.

The Career Finder Project has also put junior high students in touch with library career reference materials and with the OCIS computer in the high school guidance office. When students go on to ninth grade they should be more aware of resources available in the high school due to this project.

The Career Finder project will better prepare students for their career paper assignment in freshman English.

In summary, the Career Finder project serves as an excellent junior high introduction to suitable occupations based on interests. As other career activities are made available to eighth graders and freshmen, this Career Finder "experience" will serve as an excellent foundation for future career exploration.

### School 39

## Program Narrative

I met with 83 eighth-grade students on Monday of each week for 40 minutes to explore careers and plan educational goals to meet those career plans. We began the year by viewing the VHS "Decision Making" followed by the Ohio Interest Checklist, and by using the DOT, WTGG, COIN, and OCIS.

Periodically, 16 mm films were shown throughout the year about different occupations and industries.

In October we had an area college awareness night held at the technical college which was open to all students in grades 7-12. We viewed the VHS "Considering College" which was geared for junior high level. We also started a personal career folder to be used with students in the eighth through tenth grades followed by viewing the VHS "Career Planning."

In December we did a measured interest survey--the Kuder Interest Inventory followed by using the DOT, WTGG, COIN, and OCIS. Prior to registration in February we toured the home economics, industrial arts, vocational agriculture department, and business department at the home school. Vanguard Vocational Center presented a slide presentation of its facilities and opportunities in vocational education. We had several guest speakers describing the types of courses students should take both for college and the world of work. In April and May, the students did career-exploration activities to narrow down their choices to one or two possibilities at this time using the COIN and OCIS for a final printout for their folders.

## Expected Student Results

1. Students demonstrated skills in using the career-exploration resources by physically going through the process of researching a career.
2. Students were able to describe the work done, skills, tools, and materials needed to perform a job by analyzing various work activities in terms of the processes, skills, and concepts derived from basic education necessary to their accomplishment.
3. Students identified the major elements of a career plan and recognized the importance of alternatives in any plan by developing an individual career plan or profile which included high school program selections, tentative career goals, and alternative ways to reach those goals.
4. Students recognized that career decisions begin early and continue throughout one's lifetime by making tentative occupational choices in terms of interest, capacities, and values, and by exploring a wide range of careers as they reflect interest and abilities.

## Who Achieved Results

Every student achieved desirable results by completing a term paper for English 8 which was to be on an occupation, and every student had at least one final printout on an occupation of their choice using OCIS which became part of their personal career profile booklet. Also, every student registered for high school classes based upon tentative occupational and educational goals generated through personal contact with the guidance department.

## Evaluation

How: (1) Completed tasks--Ohio Interest Survey, Kuder Interest Survey, and Graphs--term paper for English; (2) A caree- profile notebook with the above-mentioned task and a final OCIS computer printout of at least one occupation of their choice.

Who: Eighty-three eighth-grade students in group guidance.

Summary: Students that have career and educational goals, tentative or otherwise, have a better attitude toward themselves, school, and personal behavior.

School 42

## Program Narrative

1. Students were introduced, by the life-skills teacher, to the world of work during planned class activities during the months of November and December.
2. Counselor held classroom activities during January and February to discuss the world of work topics with all eighth-grade students.
3. All eighth-grade students completed the C-Lect, Jr. Career Workbook during March.
4. All eighth-grade students completed the C-Lect, Jr. Career Software unit and each student received a computer printout of the interest areas during the month of March.
5. The counselor held small-group discussion sessions to explain the C-Lect, Jr. computer printout.
6. All eighth-grade students researched three job possibilities using their printed materials during April.
7. Most eighth-grade students used the computer printout as a reference for a research paper assignment in their English class during April.
8. A newsletter mailed to all parents discussed the computer printout that each eighth-grade student received. Also, appointments with the counselor were solicited to discuss the material.
9. Students wishing more career information contacted the counselor during April to set up a time to use the Career Compass software package.

## Expected Student Results

All eighth-grade students will complete the described career unit. All eighth-grade students will be able to list three careers of interest and briefly explain each career. All eighth-grade students will demonstrate an understanding of the world of work.

## Who Achieved Results

Since this career unit was interwoven into a regular classroom setting, a grade was given for the completion of the unit. A total of approximately 90 percent of all eighth-grade students completed this unit at a "C" level or better. Allowing the "C" grade to represent satisfactory performance, it can be stated that approximately 90 percent of all eighth-grade students successfully completed the unit. The statistics were determined by comparing the total number of students attaining a grade greater than or equal to a "C" based on the total eighth-grade population.

## Evaluation

How: The evaluation was based on the classroom assignments, completed workbooks, and the students procural of a completed computer printout.

Who: All regular eighth-grade students. This came to 1268 students.

Summary: The career unit, which was centered around the C-Lect Jr. software package, was very successful. The students enjoyed the activities in the C-Lect, Jr. workbook, and they were very interested in their computer printout.

The classroom teacher found the materials easy to administer and the printout provided resource materials for the classroom unit.

The parents were impressed with the overall career unit presented in the life skills class and seemed to appreciate the printout.

## School 43

### Program Narrative

The guidance counselor, administrator, and classroom teachers shared the teaching duties for a career-awareness unit for sixth-, seventh-, and eighth-grade pupils. Learning sessions were held from February through May. A minimum of eight sessions were held at each grade level. The classroom teachers each donated one day of their class time for student activities. Some teachers assigned additional projects for students, which required additional sessions. Students were also excused from study hall to complete some projects.

The sixth-grade unit was based on activities from the Lifeskill series called "Me and Jobs." The counselor and sixth-grade language arts teacher led the students in activities which were geared toward individual learning about self and job interests. Paper-and-pencil and worksheets were used for most sessions. Students were asked to prepare collages "in the round" (pizza circles and magazine pictures used) showing one of the nine career clusters which seemed to "fit" them best. They were also asked to research one particular career from that cluster. Students had access to library materials, Ohio Career Information System, Career Finder, Job Box, Occupational Outlook Handbook, and Career Scan.

The seventh-grade unit focused on activities from the Transitions Series from the American Guidance Service. The counselor and classroom teachers helped students learn how to "see themselves." The transitions materials are designed to help students cope with emotional and social issues. Transition materials include cassette tapes, worksheets, script booklets for skits, cartoon posters, playing cards, discussion cards, and much more. After several sessions with this series, students explored job attitudes based on information they had learned about themselves. Career Dials were used in small groups to learn more about a selected group of careers. Students were asked to present a three-minute commercial in their language arts class to try to sell their career and present as many educational facts as possible to classmates.

The eighth-grade unit started with the COPS and CAPS interest and aptitude surveys. After completion of the surveys, students were assigned two research projects based on the results (one from COPS and one from CAPS). Students were assigned a two-page report and given library time to complete their assignments. In addition to library materials, students had access to COIN, Ohio Career Information System, Job Box, Career Finder, GIS Interest Sort, Career Scan IV, Occupational Outlook Handbook, and other guidance materials. Guest speakers from vocational fields presented career information to students in the areas of business, agriculture, home economics, music, industrial, and art. Parents were invited to an evening session for the interpretation of survey results and a question-and-answer session on careers.

Students in grades seven and eight were allowed to leave study hall to use additional materials for tutoring in math (Math on the Job) and careers for the handicapped (Corridors to Careers).

## Expected Student Results

After participating in career activities, each student will

Sixth Grade--Prepare a collage of a career cluster in which they have expressed interest. Complete a written report of at least three pages on one career within the career cluster illustrated in their collage.

Seventh Grade--Write and present a three-minute commercial (media of their choice) in language arts class. Each student will be expected to participate in the project in small groups of three or four students per group in presenting the factual commercial.

Eighth Grade--Complete the aptitude and interest assessments, interpret and understand results. Each student will research two specific careers (the top score from each assessment) and prepare a two-page report on each career. The completed reports will be accurate, up-to-date with information, and neatly prepared so they may be included in a notebook which may be reviewed again when students are seniors.

Students at all grade levels are expected to complete worksheet projects, participate in class discussions, and use research sources effectively.

## Specific Career Education Activities

Session 1- What I am Like Is Me--pencil-and-paper questionnaire with survey questions for homework
Session 2- My Feelings Are Me--group discussion on how feelings are expressed
Session 3- My Hobbies & Interests Are Me and My Aptitude is Me--paper-and-pencil worksheets
Session 4- Hanging Tree Game - Similar to Hangman. Students in the group choose one career area of interest to them. They give clues to other group members. If the guess is correct, winner takes a turn. If the guess is incorrect, part of a stick figure is drawn on the board. Counselor aids in making sure clues are accurate.
Session 5- My Opinions Are Me questions - My Behavior is Me--private questionnaires not discussed in group.
Session 6- How Many Jobs Do I Know?--paper-and-pencil worksheet for five minutes. Who is Working? Workers are listed on paper and then asked a few questions such as their job title, what they do, hours they work, how much money they make, do they like the job, etc. (This was assigned as homework after Session 4 and information was shared in Session 6).
Session 7- My Job Interests Are Me--a five-page interest survey with a score sheet which helps students identify a career area of interest to them.
Session 8- The Kind of Job I Like is Me--pair answers which help students decide where they might like to work and in which career (example: work under pressure or work with little or no pressure). After students chose their answers they were asked to write a paragraph about

themselves based on the information from their activities. They were asked to choose one career to investigate further.

Session 9- Preparation of collages using career-cluster information.

Session 10- Library research on career choice (students were given as much time as necessary to complete research).

### Grade 7 - Transitions Series

The transitions program consists of 91 activities which are divided into five units. Each unit has a variety of activities, such as paper and pencil worksheets, class discussions, role playing, games, etc.

Transition 1 - Communication and Problem-Solving Skills. Why should I listen to others? How can I make others understand? (two class periods)

Transition 2 - Encouraging Openness and Trust. Why should I be honest? What's wrong with secrets? Why should I tell my parents? (two class periods)

Transition 3 - Verbal and Nonverbal Communication of Feelings. How do you know how I feel? Should I let you see my feelings? Are you as mad as you look? (two class periods)

Transition 4 - Needs, Goals, and Expectations. What do adults expect me to do? Can I make up my own mind? Am I being honest with myself? (two class periods)

Transition 5 - Increasing Awareness of Values. How can I choose? Should I go along with the crowd? Why should I care what others think? (three class periods)

(Descriptions taken from American Guidance Service 1988 catalog).

Career Dials were used for the next segment of the unit. Students were asked to examine each dial and select the one which might fit them. Students were then grouped according to their selection. They were then asked to choose one career from that dial and prepare their three-minute commercial. They were given one class period to prepare and two days as homework. Presentations were given during their language arts class.

### Grade 8 - COPS & CAPS and Research

Sessions 1-6- The COPS and CAPS assessments were administered during class time. Results were summarized and interpreted.

Session 7 - Students were asked to select one career from each assessment which had their highest score. The school librarian and counselor showed students how to use the library and guidance materials to research their career selections (one class period). Students were then given two weeks to research their choices using their study hall time or could check out materials to use at home.

Session 8 - Students met to share information and turn in reports (one class session).

### Materials Utilized

Complete Transitions Program - 5 units
Career Scan IV for Apple IIe
Career Exploration Kit
Life Skills "Me & Jobs" Books

Career Counselor for Apple IIe
Supplemental materials funded through a local grant
Career Dials
OCIS
Survival Listening Skills
Choices and Challenges
Employment Reading Skills Lab
COPS and CAPS assessments--furnished by Upper Valley Career Development Program
Supplemental materials received at Career Guidance Conference
GIS--Group Interest Sort
Math on the Job
Corridors to Careers

## Who Achieved Results

Projects and activities were graded on a pass/fail basis. A majority of the students achieved the results we expected. We expected all students to participate in classroom activities and submit written projects.

Sixth Grade--77 Students:

- Seventy-seven students (100 percent) participated in the preparation of the collages as observed by classroom teacher and counselor.
- Seventy-two (94 percent) completed the paper-and-pencil "Me & Jobs" worksheet packets.
- Seventy-four students (96 percent) submitted a written report on their career choice. The language arts teacher felt that 64 students earned a passing grade and 10 students needed to do more work to obtain more accurate, up-to-date information.

Seventh Grade--84 Students

- Eighty-four students (100 percent) participated in the transitions series activities as observed by classroom teachers, counselor, and administrator.
- Seventy-five students (89 percent) prepared and presented a three-minute commercial in small groups of three to four students per group. Four students from the developmentally handicapped unit participated in the transitions series activities but were not present for the commercial projects. The language arts teacher judged the presentations based on the criteria of factual material, creativity, audience appeal, and buying test. Nineteen of 23 group (83%) passed. Four groups needed more work.

Eighth Grade--66 Students

- Twenty-one students (32 percent) submitted one report.
- Nine students (14 percent) submitted two reports.
- Twelve students (18 percent) submitted a more detailed report for a gifted education project and were not required to complete a second report.
- Sixty-three students completed the COPS and CAPS Assessments (96 percent).

Six students in grades seven and eight used the tutorial materials.

## Evaluation

How: Class participation was evaluated by observation. All students were graded on a pass/fail basis. The language arts teachers evaluated the written assignments of the students and assigned a homework grade to the work (pass/fail). An exception was made at the eighth-grade level. Students who completed the written reports under the gifted education program received grades of A, B, C, D, or F through their reading class. The lowest grade received was a C. Grades were earned according to the depth of research and accurateness of information in addition to correct use of grammar and punctuation. The eighth-grade language arts teacher was not available to grade remaining assignments so this was done by the counselor. Commercials were rated according to accurateness of information, creativity, audience appeal, and the "would-you-buy" test. Written work was evaluated according to completeness and accurateness.

Who: Students were evaluated according to completion of tasks. The activities were evaluated through a survey of students based on what they liked best through least. The presenter was evaluated through input from teachers and students, both verbally and in writing.

**School 44**

## Program Narrative

First, the guidance counselor, the science teacher, and I who had almost all of the eighth-grade students, discussed how we would implement the goals of--

- o likes and dislikes
- o skills
- o high school courses
- o careers/related jobs and occupations

The science teacher, sometimes with the guidance counselor present, talked informally during part of class time about what they would like to be and would like to do. The teacher talked about making plans and getting priorities.

Next, the teacher administered the Career Occupational Preference System by Knopp and Knopp. Each student filled out the booklet answers, found their job cluster, and read related courses needed, skills needed, and sample occupations. Those booklets were then filed in each eighth-grade student's cumulative folder. After that was completed, students were given the high school course of study and had to decide what courses they intended to take as freshmen.

Some eighth graders went further and looked at materials for careers and used the software, Career Planning System by Conover.

We had the "Paving the Way" program for parents in the evening. I highly recommend this program.

## Expected Student Results

1. To learn about personal interests
2. To examine occupations to see how they relate to personal interests

3. To identify areas of study in which personal interests may be nurtured and in which related skills may be developed.
4. To relate educational preparation to potential occupational choices.

## Who Achieved Results

For the first year, I felt that the eighth graders really benefited from the organized and systematic approach to careers and being planners.

All eighth graders, in a classroom setting with an academic teacher they liked and respected, learned a great deal about what they liked.

All eighth graders took the Career Occupational Preference System.

All eighth graders decided on courses for their freshman year and filled out schedule cards.

Of the 140 eighth graders, less than 10 percent had time to use the software, Career Planning System, by the Conover company.

## Evaluation

How: Basically by completed tasks and observations.

Who: All eighth-grade students

Summary: I was dismayed when I came back to school after the wonderful career conference with all these new materials and found that my guidance counselor had resigned and that I would only have a counselor once or twice a week instead of full-time. That took a lot of wind out of my sails.

I am not satisfied that I am doing enough to get my eighth graders thinking and planning about their future careers. I intend to have a career day next year to invite people from various careers to meet with the eighth graders.

The students responded well to the tasks. I found that my "A" students seemed to benefit the most.

If I didn't have a "charismatic" science teacher who was interested and willing to take class time to complete the tasks, the program would not have been possible.

The fact that my science teacher teaches Quest's Skills for Adolescents made the discussions and tasks more valuable and personal because group rapport and trust had already been established. Also, students were already accustomed to sharing and expressing their feelings about jobs and what they wanted to be.

### School 45

## Program Narrative

Career Day is a program that was initiated last year for the eighth graders at Highland Middle School. Because it was such a success, we decided to continue and add to the program. The following paper will take you through each step, including the computer steps done by means of Appleworks.

During every spare minute in March, I made phone calls and sent an introductory letter to new "recruits" and a "repeat" letter to those that helped make our career day such a success last year. I used the Milliken word processing program to do my letters, basically because I was not comfortable with the Appleworks word processor. Some speakers responded very promptly to the letters, but others needed a phone call. (I've learned that some people tend to ignore letters, but find it hard to say "no" on the phone.)

April arrived very quickly and with it a new letter was sent to the prospective speakers thanking them for agreeing to help out and asking for a specific time commitment. (There are three 40-minute sessions from which the speakers may choose one, two, or all three sessions. Most of the speakers manage to send the form back to me by mail, and a few contact me by phone.)

As the first week of May rolls around, I'm planning on sending a third letter to my 20 speakers. Included in the letter is a map to Highland, specific session times that they have agreed to speak in, and some ideas to think about in preparing their presentations.

Throughout this time period, I also kept a list of each speaker and his or her time commitments. From this list of speakers, I constructed a brief description of each career so that the students can read each description and sign for the five speakers that interest them the most. Once each student chooses his/her five speakers, this information will be put onto a database that has already been constructed by means of the Appleworks program. After this information is placed into the computer, a list of the students' first choices can be called up (Is this perhaps called a sorting?). Each speaker will have between 15 and 20 students, except for the printer who is planning on taking a group of ten to 15 kids that are truly interested in the printing process to his shop. (There may be more than 15-20 students that choose the fireman as their number one choice. If so, the "leftovers" will have the fireman scheduled as their second session choice. A few of the speakers are presenting only one time; thus, each student makes five choices that they will get three of their top five choices.) Now that the first choices are placed, a sorting for the second and third choices will also be done. These session choices are now put back into the computer (with a little help from Appleworks) and several more sortings are done. First, an alphabetical list is made of where each student is during each session so that the assistant principal can find a student, if the need arises. Second, a list of each students classroom assignments is provided for each homeroom teacher so that he/she can find, at a glance, where each student in their homeroom is going to be. Third, a list of what students are enrolled in each session for a particular speaker. Fourth, labels, which are distributed by homeroom teachers during the day of career, which informs each student where he/she is during the two morning sessions. (Both sessions are mandatory. While one half of the students are watching a career education film, the other half is divided into three groups which meet with high school counselors. Then, the two groups are flip-flopped.) The labels also inform each student what speaker he/she has and also what room the speaker will be in.

Finally, all of the respective paperwork is copied for each teacher, principal and every community member (just kidding, but it seems like a lot of paperwork).

While all of the computer and paperwork is being done, the principal, counselor, and I get together to do the floor plan--the room each speaker will be and what teacher will monitor each particular speaker. (A lot of consideration has to go into this process, too.) Even though this career day program is a lot of work and sometimes I think that I'm going to go crazy, the final product is absolutely incredible. I, unfortunately, have left out a lot of finishing details (such as the luncheon for the speakers, badges for the kids and of course, my absence while all of this is going on (I'm at Camp Manatoc with more than 120 seventh graders involved in the outdoor education program).

### Expected Student Results

Eighth-grade students at Highland will demonstrate the following:

1. A general knowledge of the world of work
2. A knowledge of the education needed for a particular career choice
3. Skill in filling out employment forms
4. Some skill in interviewing
5. A knowledge of employment opportunities in the area
6. A knowledge of members of the community holding jobs of student interest

## School 46

### Program Narrative

Three sixth-grade classes (83 students) participated in the project. All activities were completed during group guidance sessions with the counselor.

In October each class viewed the PIC system filmstrip and took the PIC inventory on careers. Also in October, students received career education materials on the "world of work." Students began personal folders to compile work from the project.

In November, students took an informal interest survey and also completed the CAT testing. For career day Mr. Alan Bean, fourth man on the moon and now a celebrated artist, gave a presentation. Although this was planned for November, Mr. Bean could not come until April.

In January, students viewed the filmstrips "A Girl Like That and A Boy Like That."

In February students viewed and discussed the filmstrip kit "The World of Work."

During March, students viewed "You Can Be Anything" and discussed stereotyping.

Mr. Bean was here in April for a presentation on work and fun.

Evaluation of the program was conducted during the month of May.

## Expected Student Results

Students will acquire and demonstrate knowledge of career options after being given handouts of the career clusters and seven areas of the World of Work by the counselor, by matching particular jobs to the correct cluster.

Students will acquire and demonstrate knowledge of career options including nontraditional jobs, after seeing filmstrips, participating in discussions, and attending Career Day by listing two or more jobs in each career cluster.

Students will become more aware of personal interests and hobbies and abilities after taking interest inventories, participating in the PIC program, reviewing test scores as provided by the counselor, and maintaining a folder of all worksheets and scores.

## Who Achieved Results

All students attained 80 percent or better achievement in matching particular jobs to an appropriate job cluster on at least one handout. All matching types of worksheets were kept until an 80 percent or higher level was attained. These worksheets were then given to the students to keep in their folders.

All students could list two or more jobs in each career cluster by the month of May. Some students accomplished this task using worksheets while others completed it verbally.

All students reviewed results of test inventories and the PIC computer printout. Students discussed results and had questions answered until the counselor felt satisfied that all students were able to apply the new information to their own lives.

## Evaluation

How: Students were evaluated by computing the percentage of correct responses on assigned work. Students completed the task of listing two or more jobs (including nontraditional) per career cluster. Some students verbally responded to this task. All students kept a folder of their work and the results of inventories and so forth.

Who: All sixth graders involved in the project (all students in sixth grade) were evaluated.

Summary: The program was very successful. However, I will change some program planning next year. Folders were kept by students, and many were lost or misplaced and had to be done again. Next time, I will keep all folders in my office until the end of the year. Also, I was not familiar with the computer and had to enlist student aid to finish the PIC reports, which took much longer to complete than anticipated. Next year I will ask the computer lab monitor to allow students to run their own program for more immediate feedback.

**School 47**

## Program Narrative

As a central office staff member, I am a service and resource person for my teachers. For my project I developed a unit on career awareness for middle-level students that could be circulated to counselors and classroom teachers throughout the county schools. The enclosed handout was sent to my teachers to inform them of the unit and the materials available.

Teachers who borrowed materials were asked to complete an evaluation form.

## Expected Student Results

Knowledge of self characteristics: Each middle-level student will identify personal interests and values. Each student will have the opportunity to complete games, puzzles, vocabulary activities, and other exercises to aid in identification of interests and values.

Each student will be able to state four personal interests and four personal values.

Knowledge of the world of work: Each middle-level student will demonstrate a knowledge of the world of work through career clusters and the associated job requirements. Using career-exploration kits, occupational guides, and career-cluster wall charts, each student will describe three career clusters and list five jobs found within each cluster.

Using the same resources, each student will list the knowledge, training, and skills required for two of the five jobs in the cluster areas.

## Who Achieved Results

Depending on the component used, students were evaluated according to the corresponding expected student results.

## Evaluation

How: Students were evaluated primarily through discussion and written application activities.

Who: All students were evaluated.

Summary: Classroom teachers in the four local schools used the unit and resource materials. The three most used components were knowledge of self characteristics, knowledge of the world of work, and knowledge of career decision making and planning. Teachers felt a need for this content to be included in their curriculum areas.

Teachers were pleased with the resource materials. The awareness and discussion initiated by this unit has made our middle-level students more concerned with their future careers.

**School 48**

## Program Narrative

Each sixth grader was introduced to the world of work through the program "Breaking the Chain of Stereotyping," after which sections of Exploring Careers was used to assess students' interests, personalities, traits, and abilities.

Classroom sessions were held on decision making, using career clusters that students expressed an interest in.

## Expected Student Results

At the end of four weeks, each student will demonstrate his or her ability to use research materials to gather information on occupations/careers.

## Who Achieved Results

Success was judged when the students were able to give oral or written reports on career occupations that were unfamiliar to them by using a number of resource materials.

## Evaluation

How: Evaluation was done on the basis of assignments.

Who: Each student in the class was given an assignment.

Summary: The students, after having gone through the program, were able to verbalize reasons for career/occupational choices.

**School 49**

## Program Narrative

The program gave all eighth-grade students the opportunity to explore careers and make an intelligent choice based on the information received from our guidance counselor.

The students were given an interest inventory by the guidance counselor in October 1987. He worked with the English and social studies teachers throughout the year in meeting with the eighth-grade students. In November and December 1987, and January 1988, the students used the Career Planning System by the Conover Company. The students were able to narrow down the career choices that they put into the COIN Dewriter to receive information from the mainframe at the Mahoning County Office of Education. The COIN Dewriter was used in February and March of 1988.

The students scheduled their high school classes in April and May of 1988.

### Expected Student Results

The eighth-grade students were able to use the computer disks from CPS and the COIN Dewriter in order to determine their career interest and choice. The students received the information and enjoyed working with the computer system in which the information was obtained. The information helped a great deal in determining what subjects the students need to take in high school.

The students and their parents seemed to appreciate the time and effort that was devoted by the guidance counselor and other teachers.

### Who Achieved Results

All the students in the eighth grade (98) completed the program. The information that was obtained was shared during the students' social studies class. The computer printout was sent home with each student to be shared and discussed with his/her parents.

### Evaluation

How: Evaluation was based on the completed tasks of the eighth-grade students. Career folders were kept in the guidance office in order to view the progress of the students.

Who: Evaluation was done on the guidance counselor, our staff, and the programs we used. The students were evaluated by the social studies teacher.

Summary: The programs and procedures we used worked very well for the 1987-88 school year. The staff got involved and did not leave it all up to the guidance counselor. The students enjoyed the interest that the teachers showed in their future and responded in a very positive manner.

Our school plans on continuing the programs and procedures for the coming school year.

## School 50

### Program Narrative

Students began their career exploration in January. At this time eighth graders completed the JOB-O interest inventory during their language arts class. English teachers followed up on this inventory by using a variety of class assignments. Some materials used by the teachers were The Occupational Outlook Handbook, JOB-O Dictionary, and posters. In May a career day was held for the eighth-grade student body. Twenty-five careers were presented by speakers from our community. Students were able to hear three speakers of their choice.

### Expected Student Results

1. Students completed interest inventory
2. Students completed class assignments
3. Students participated in career day
4. Students will be able to identify at least one career possibility and demonstrate knowledge of what appeals to them about that career.

### Who Achieved Results

Ninety-four percent completed the expected results. This percent was obtained by checking on number of students present. Teachers stated that students present were cooperative in completing assigned tasks.

Success was judged by asking teachers and, randomly, students.

### Evaluation

How: I evaluated by checking with teachers to check on completed tasks.

Who: The teachers were evaluated insofar as the tasks that needed to be implemented had to be done through their classes. Teachers were very cooperative and all participated, meaning that participating eighth graders were given tasks.

## School 51

### Program Narrative

As a consultant with the county office, I am not directly involved with students or local policy decisions. However, I proceeded with my plan as follows:

- o Newsletter to all teachers--materials available to them
- o Met with each of the five guidance counselors to summarize conference and review material (provided handouts)
- o Shared selected materials with reading teachers, social studies teachers, special education teachers, and others as interest warranted

The first two items were completed first semester and the last item was and will be ongoing.

### Expected Student Results

I do not have access to specific outcomes. Teachers using the study-skills materials were pleased and plan to use them next year. However, no pre- and post-data is available.

The transitions kit was reviewed and plans made to use this coming year. Guidance counselors made use of many of the materials--plugging into existing programs.

## Who Achieved Results

I could only collect data informally--perhaps the best measure was the number of teachers that reviewed and/or discussed the materials with me--I tallied 24 teachers.

## Evaluation

How: Evaluation was by observation only.

Who: My informal observations were based on my discussions with teachers and guidance counselors.

Summary: New materials are not simply "placed" into existing curriculum. It takes considerable time for each teacher to review new material, decide if and how it can be utilized, and strategically plan its implementation.

I must continue to promote the materials within the context of existing materials and curriculum.

## School 52

## Program Narrative

In September, I conducted guidance activities focusing on eighth-grade goals for the year--choosing a career activity as a part of our career unit in American history classes, visiting the joint vocational school, being involved in career day for eighth graders, and selecting high school courses. At this time, we reviewed the concept of career clusters using a discussion format. Finally, students listed three careers of interest to them personally.

Working with the Lorain County Career Education specialist, Linda Brass, I set up a unit on OCIS. I administered the OCIS Quickie Questionnaire during the week of October 5 as a guidance activity in American history classes. November 2 and 3, Linda met with small groups of eighth graders to discuss their printouts. Meanwhile, I presented the format of our career unit in American history classes. The following week, I used The Career Dials, Occu-file (this was great!) plus other materials in American history classes as the students did independent research on three careers of their own choice. On November 23 and 24, I returned to American history classes, checked students' three notecards, and assigned students their final career activity in American history class. Students could shadow a career they researched, do a notebook or poster on the career, or conduct an interview. One hundred and thirteen out of 180 students chose to shadow. This they did during the month of December. About 25 students did the notebook, poster, or interview.

January 4-8, I used JOB-O with the students. Any interested student was permitted to use the Value Search Computer program as a follow-up. JOB-O was an excellent tool to prepare students for our visit to the JVS at the end of January. On January 27 and 28, 25 students used the Value Search program.

In March, I coordinated with the high school counselors to prepare the eighth graders for scheduling. We took two days as a part of our "Earth Science

Guidance" unit to discuss and fill out the high school planner. High school counselors then, according to them, easily scheduled the students for ninth grade.

On March 29, I held an arena scheduling for career day. Students quickly selected their choices, completing the scheduling in one 45-minute period. I had allowed for 90 minutes. Career day itself, April 21, was successful. Students attended the careers they had signed up for. Many community leaders, as well as area business, professional, and technical people, made excellent presentations to the students. Forty-eight different career areas were represented.

## Expected Student Results

Students will--
1. Demonstrate a knowledge of career clusters by participating in a discussion of a filmstrip on clusters and by selecting cluster preferences on the OVIS questionnaire;
2. Identify their personal career interests by completing the JOB-O career planner, by completing the OVIS questionnaire, and by completing the high school planner;
3. Conduct a career search by using career dials, Occu-File, OVIS printout, and other career files, by interviewing or shadowing, by developing a career poster or notebook, by selecting five career sessions to attend at the career day through an arena scheduling;
4. Map out their high school plans by identifying the high school course offerings and graduation requirements, by matching their interests with job skills, and by selecting courses based on their career awareness.

## Who Achieved Results

The numbers reported in my summary were compiled by me. I had sign-ups and conferences with the individuals on a personal basis.

## Evaluation

How: At eighth-grade departmental meetings, I formally evaluated the program through the use of checklists and discussions. Students also did likewise in homeroom settings at the end or during units.

Eighth-grade teachers in American history classes collected and gave bonus points for completing notebooks, interviews, posters, and recorded reactions to shadowing. Parents who helped conduct the arena scheduling also, discussed with me and with eighth-grade teachers and administrators the students knowledge of careers and their ability to make selections for career day.

Who: Participants in career day.

**School 54**

## Program Narrative

In January 1988 I took a survey among our eighth-grade students to see what occupations they would like to learn more about. After compiling a list of the most prominent fields, I began calling people from a wide variety of occupations to arrange for them to speak to all 160 of our eighth-grade students during the first week in March. Once all the speakers had committed themselves, I began to formulate an overall schedule of speaking engagements. After this was completed, each speaker was sent a letter providing the exact time and location he or she would be scheduled to speak. They were also provided directions to our school and the location of parking facilities. The letter advised them to bring whatever tools of the trade they could manage, as students were very audiovisual minded.

On Monday of the first week in March, seven of the presenters talked in seven separate rooms during the second period. On Tuesday, seven additional people talked to all of the students during the fourth period. This procedure was repeated on Wednesday during the fifth period; Thursday, the seventh period; and Friday, the eighth period. A different period was selected each day for the teacher's benefit. Each student was free each day to hear one of the seven speakers and a teacher was assigned to each room. By Friday every eighth grader had heard five speakers, (one each day).

After the speakers left, teachers and students were asked to evaluate the performance of each guest. Later, guests were sent follow-up letters thanking them for devoting their time and talent to such a worthwhile project.

## Expected Student Results

By the time the program is over, all of the eighth-grade students should have an excellent idea of what five occupations entail. They should know the following:

1. How much education is required
2. What the occupation entails
3. What training and qualifications one must have to enter the field
4. What personal characteristics are needed to stay in the field and be successful
5. What amount of income one can expect to receive
6. What the usual hours and vacations are
7. What the typical working conditions are
8. What the most common tools or skills you need are and how they are obtained
9. What the fringe benefits (hospitalization, insurance, sick leave, etc.) are
10. What the normal deductions taken out of one's gross income are
11. To whom one must report
12. How one's performance is measured and evaluated
13. What the grievance procedures are
14. What organizations such as unions and professional groups can one join
15. What the percentage of turnover in personnel is
16. What are common misconceptions the public has about the field
17. What the opportunities for advancement are
18. What the normal retirement age is
19. What the long-term trends for employment in the field are
20. How competitive the field is

## Who Achieved Results

Most of the students gave good analyses of what they learned. Success was judged by the oral and written responses of students. The written analysis provided by each student furnished the data needed.

## Evaluation

How: Students submitted written evaluations in the form of themes and teachers completed a Teacher Evaluation Survey.

Who: All of the speakers were evaluated not only in what they said and how it was delivered, but in the degree to which they employed props and audiovisual aides.

Summary: All 160 of our students in the eighth grade and the eighth-grade teachers, with few exceptions, profited significantly from the data and information that was provided. Moreover, the interest of many students was stimulated to such an extent that many will no doubt seek additional contact with some of the fields that were discussed.

All in all, it was a very worthwhile experience that was highly commended by nearly all concerned. Students heard from someone in each of the following fields:

- Nurse
- Natural resources
- Funeral director
- Radio/TV media
- Professional athlete
- Interior decorator
- Jeweler
- Electrician
- Truck driver
- Sheriff
- Lawyer
- Pilot
- Model
- Human services worker
- Auto body repair
- Bank teller
- Legal secretary
- Accountant
- Nursing home director
- Medical technologist
- Psychologist
- Veterinarian
- Cosmetologist
- Farmer
- Machinist
- Physician
- Auto mechanic
- Construction
- Judge
- Forensic chemist
- Photographer
- Computer programmer
- Artist
- Pediatrician
- Musician
- Dentist

**School 55**

## Program Narrative

The students compiled a school/career folder that contained a goal statement, skills survey, businessman's lunch, world-of-work survey, and a job file. The one hundred sixteen eighth-grade students (Note: Originally the student number in the initial plan of action was between 170 and 180 students, but due to a reassignment as the Magnet Coordinator of my building, 53 students were assigned to another teacher) participated in this career-exploratory activity. Eight students transferred out of the activity and six students moved into the activity during the year, but are not included in the final figures.

The following activities were nongraded, but the students were responsible for completing a checklist that contained deadlines.

By the end of September, each student completed a goal statement about their future career choice or choices. Originally this statement was to be updated in November, February, and May, but due to new timetables the students updated the statement in March (before high school course selections) and in June.

In October the students completed the second activity--a teacher-made skills survey inventory. Based on this survey, the guidance counselor and I set up a project called "Businessman's Lunch." Each student's indicated interests were placed on a computer file/sort program. The students were then sorted according to their school system career coordinator then I arranged for various speakers to come in during the three lunch periods. In this way, the students were able to eat lunch, hear a speaker tailored to their interests, and ask questions in a more intimate atmosphere without disrupting the entire school population. The "Businessman's Lunch" program ran from November to May, culminating with a lunch/field trip to the General Motors Proving Grounds in Milford, Michigan.

Along with the interest surveys the students took two job surveys using the JOB-O booklet system. The first was conducted in November. Based on the results, the students narrowed their job choices down to three major areas. Each student was then introduced to the OCIS computer System. First, each student was tested on an Apple computer simulation of the OCIS menu system. If they passed the test, the student was permitted to run the OCIS Computer System in the library under the supervision of our school librarian. After searching all three jobs plus other jobs listed in the OCIS directory, the students were permitted one computer printout on their selected career. Some students at the end of the year were able to explore various colleges that specialized in certain career areas and receive a printout about that college.

The second JOB-O survey was conducted in May. The students were then asked to give an explanation on why the surveys had remained the same or why they now differed. All this job information was placed in a notebook which was referred to as the student JOB FILE. This file was then taken home at the end of the year.

## Expected Student Results

1. Goal statement: The students will make a conscious statement on their future plans and careers.
2. Skills survey: The students will become aware of the skills they possess and the skills needed in today's marketplace.
3. Career planning: The students will take a career-planning survey that will narrow their job choices to three or less.
4. Career contact: The students will be able to question persons in their career areas and/or interests.
5. Job file: The student will build a job library that they can use for future reference.

## Who Achieved Results

1. Goal statement: The students will make a conscious statement on their future plans and careers.

   September
   Number of students: 116
   Number of goal statements: 116
   Student participation: 100%

   June
   Number of students: 108
   Number of goal statements: 106
   Student participation: 98%

The difference in the number of goal statements between September and June reflect 2 nonreturning suspensions. Goal statements were written together in one class period where the teacher could check the results.

2. Skills survey: The students will become aware of the skills they possess, and the skills needed in today's marketplace.

   October
   Number of students: 116
   Number of skill surveys: 116
   Student participation: 100%

Surveys were taken together in one class period where the teacher could check the results. This includes those students who were absent and took the survey on their own time. The results do not include new students that were added.

3. Career planning: The students will take a career-planning survey that will narrow their job choices to three or less.

   November
   Number of students: 114
   Number of career surveys: 114
   Student participation: 100%

   May
   Number of students: 108
   Number of skill surveys: 108
   Student participation: 100%

Surveys were taken together in one class period where the teacher could check the results. The totals do not reflect new students--only withdrawals.

4. Career contact: The students will be able to question persons in their career areas and/or interests.

   Businessman's Lunch:
   Data from Bank Street Filer Program
   Students eligible: 114
   Students participating: 98
   Student participation: 86%
   Students participating more than one time: 25

Note: It was impossible to find and schedule speakers that covered all student interests. Because of this, the computer often scheduled students who had overlapping interests more than once.

5. Job file: The student will build a job library that can be used for future reference (OCIS computer system). Note: the following information was obtained from a sign-on logbook.
        Students eligible: 114
        Student use: 325

Note: Due to a not-very-well-maintained log book (missing pages, etc.) it was impossible to determine the number of students that did not use the computer, used it more than once, or received a computer printout. Some students did show a record of printouts relating to college choices in their career area.

## Evaluation

How:
- Goal statement: Classroom observation, student checklist
- Skills survey: Classroom observation, student checklist
- Career planning: JOB-O career booklets
- Career contact (Businessman's Lunch): Information obtained from the Skills Survey and Apple computer with the Bank Street Filer program.
- Job File: Logbook with the OCIS computer system

Who: 116 eighth-grade students at Longfellow Middle School in Lorain.

Summary: Most of the activities (goal statement, skills survey, JOB-O booklets, and the Businessman's Lunch) did not require great amounts of class time. Most were worked in on certain days shortened by special events that were happening that day. A vast majority of the students also discovered that their goal statements changed as they learned more about themselves and the jobs that were available on the market.

The students truly enjoyed this career-exploratory activity. Some of the most favorable comments pertained to the JOB-O booklets, the Businessman's Lunch, and the OCIS computer system. The students were surprised that many of the jobs that they seemed qualified for (through JOB-O) were not their own personal choice. The Businessman's Lunch was the biggest hit. Students in the entire student body were upset that they could not participate. Many of the students that used the OCIS computer system commented on finding information on jobs that they did not know even existed, finding out how much money a job paid, learning how much education was needed to perform that job, and possible future job availability.

A new course will become available next year at Longfellow Middle School entitled "Industrial Technology." Some career exploration will be part of this course. Because of the findings from this plan of action, the following will be incorporated into next year's course: a goal statement, the use of JOB-O booklets (also in Spanish), the Businessman's Lunch, and the use of the OCIS computer system.

School 56

## Program Narrative

Loveland Middle School's guidance counselor, Mr. David Harris, gave the Ohio Vocational Interest Survey Entrance test to 180 eighth-grade students in October of 1987. In turn, it was sent to Columbus, Ohio, to be scored. When the results were returned, Mr. Harris and I shared them with the eighth-grade students in their respective English classes. We also sent out a communique to all their parents with a general explanation of the test results and encouraged them to contact either of us for a further explanation.

In November of 1987, both Loveland Middle School eighth-grade English teachers, Mrs. Sandy Greenwood and Mr. Tim Partin, reviewed and explained to their students how to use the Dictionary of Occupational Titles. In January 1988, during the third quarter, Mrs. Greenwood had each of her students work on their career education projects. She also had students pick an occupation that they were interested in and do a book report and collage on that occupation. Students was expected to interview an adult in the community who was working the aforementioned occupation and include excerpts from that interview in their essays.

Mr. Partin did his project during the fourth quarter (latter part of March, April, and May). His students were required to (1) choose an occupation, (2) do a collage, (3) review the Dictionary of Occupational Titles, (4) read a bibliography of some individual working in the aforementioned occupation, and (5) submit their written project.

## Expected Student Results

1. The eighth-grade students will learn to take a group test on career choices.
2. The eighth-grade students will learn the kinds of careers they will be most interested in doing.
3. The eighth-grade students will be expected to decide to what degree of interest they might have performing various tasks.
4. All eighth-grade students will become familiar with the Dictionary of Occupational Titles and be able to put much of the information that he/she has found in this book in his/her research paper.
5. All eighth-grade students will be expected to interview an adult working in the career choice.
6. All eighth-grade students are expected to read a book describing the role of a person performing in his/her chosen career area.
7. The parents of all eighth-grade students will have the opportunity to hear the Loveland Middle School counselor interpret their child's Ohio Vocational Interest Survey results individually or in a group setting.

## Who Achieved Results

Mrs. Sandy Greenwood had 118 students work on the Career Essay Project. Of 118 students, 32 received A's, 35 received a B, 36 received C's, 10 received D's, and 5 received F's.

Mr. Tim Partin had 62 students working on the Career Essay Projects. Of 62, 10 received A's, 18 received B's, 20 received C's, 10 received D's, and 4 received F's.

The two teachers graded each previously mentioned activity (book report, collage, etc.) and came up with a final grade.

As principal of our middle school and the author of the project, I have been able to determine that this is a real success, not only based upon the grades each of the students received, but also as a result of the high interest displayed by the vast majority of the students while working on this project.

## Evaluation

How: I spent several weeks reading through the various essays and looking over each teacher's grade book.

Who: The students were evaluated periodically during designated times. Mrs. Greenwood's students were evaluated between January 19 and March 25, 1988. Mr. Partin's students were evaluated between March 28 and June 2, 1988.

Summary: As I attended this workshop during the month of June 1987, I really enjoyed the experience and found it extremely helpful. During August 1987, with the opening of the 1987-88 school year, I looked forward to receiving the materials that I had chosen for our project here at Loveland Middle School.

As a former guidance counselor, I enjoyed working with our counselor, Mr. Harris, in administering the Ohio Vocational Interest Survey test to all of our eighth-grade students and helping on the interpretation. Almost daily during the third and fourth quarter, I stopped by Mrs. Greenwood's or Mr. Partin's room to observe the students working on their projects or essays.

When I received information on the 1988-89 summer Career Guidance Conference, I tried to convince our counselor, Mr. Harris, to attend this extremely worthwhile program. I was very disappointed when I found that he had a previous commitment.

I am hoping that there will be a third conference during the summer of 1989, since we have a new guidance counselor at Loveland Middle School.

### School 57

## Program Narrative

The counselor will explain and assist the eighth-grade students in using the Occupational Outlook Handbook and the COIN materials. A research project--two reports on "careers" of their interest--is required of students taking the career education class.

## Expected Student Results

1. Develop a "positive" attitude toward world of work
2. Be able to identify two possible careers based on their interest profile (PIES results)
3. Become familiar with Occupational Outlook Handbooks and COIN materials

## Evaluation

How: Evaluation was done by "Career Reports" using both the Occupational Outlook Handbook and COIN materials.

Who: The entire eighth-grade class (approximately 90 students)

Summary: Students seem more understanding of work and work importance today and in their future. They became aware of resource materials--where to find and how to use them, not only in middle school, but also at the high school. I didn't get involved with PEAK material this year; however, I will next year. The key is that students are exposed to careers and are allowed to think about their future.

**School 58**

## Program Narrative

My goal was to help the students to experience a correlation between mathematics and real-life jobs. As a counselor, I have often been confronted with questions like "Why do we have to study." Teachers also report that students often question them with these "why" questions.

During the summer workshop I was introduced to PEAK. PEAK seemed to offer an answer to the "why" questions. It is a program designed to demonstrate a specific correlation between academic subjects and real-life jobs. After reviewing the materials, I selected an exercise on fractions and one on decimals to use with our seventh graders.

In the fall, I shared these ideas with some math teachers and found one eager to help me with this project. It was decided to present this material to five of her classes. We selected dates for the presentation to coincide with when fractions and decimals were being discussed. As the time approached, I also worked with her student teacher to develop a bulletin board showing how math is used in one's job.

Prior to using the materials in the classroom, I held a discussion with the students on jobs where decimals and fractions were needed to perform the required tasks. Following the presentation, we again talked about jobs that needed math and added some new ones to our list.

As a check on retention, she asked students to complete a form listing jobs requiring fraction and decimal skills. The form was given to three classes the day following the presentation and two classes one week later.

## Expected Student Results

1. After completing the PEAK exercise on how people in occupations use fractions and percentages, the students will be able to list jobs where fractions and percentages are necessary skills for the performance of the job.
2. Students will develop an awareness of the relevancy of things taught and how they may be useful to them on a job.
3. Students will begin thinking about future careers.

## Who Achieved Results

Since this was not a learned skill like a mathematics problem, it could not be evaluated on a right-or-wrong basis. The students were generally receptive and interested in the presentation. After doing this a couple of times, I did make some modifications to how the problem of paper hanging was presented in the booklet.

The forms for listing jobs were generally complete. Most students were able to list several occupations where the skills of fractions and decimals were necessary. Seventh-grade spelling and humor were also a part of the results. I remember Santa Claus and hooker as two professions listed as needing to understand decimals.

The difference in result between the form administered the day following the presentation and the one given one week later was noticeable but not to the extent I might have guessed. I hope this is an indication that students remembered some of the material.

The teacher's comments about the class and how she thought they reacted was also valuable in understanding what happened. As perhaps could have been expected, she thought some classes responded better than others. The presentations were made to average sections of seventh-grade mathematics classes of about 30 students each.

## Evaluation

Who: All students who participated in the presentation who were present on the day of the evaluation.

Summary: I enjoyed this experience and the opportunity to use some good factual material to answer the questions "Why do I have to study fractions?" and "Why do I have to study decimals?" From student and teacher responses and comments I believe it was of value to the students. I believe the goals I listed were achieved.

**School 59**

## Program Narrative

The Choices Jr. Interest Inventory was given to the ninth-grade students and self-scored in class for immediate results. This inventory was used as an introduction that led into the use of the Choices Jr. disks in making career decisions.

Students were introduced to the use of the computers and disks in small groups and were allowed to use the computers in the library during their study hall time. The math classes were used for the introduction of the computers with the help of the math teachers. This took 5 days since we had 374 ninth-grade students.

The library was then used as the resource center for the careers.

### Expected Student Results

Students used the interest inventory along with the Choices Jr. disks to aid them in researching careers. The General Aptitude Test Battery was also given, and they were able to look at both areas of information. Since then, we have also purchased a career-assessment program for the students, to assist them in their researching of careers.

### Who Achieved Results

All of the ninth-grade students filled out the Choices Jr. Interest Inventory. All of the students were seen at the end of the year to discuss credits and future plans. These students were seen individually by me. Of the students seen, 83 percent indicated that they enjoyed the interest inventory and the use of the Choices Jr. disks, 14 percent indicated that they were undecided, and 3 percent said they could care less.

### Evaluation

How: Everyone had a completed task--the interest inventory--and I saw everyone at the end of the school year.

Who: All of the ninth-grade freshmen (374).

Summary: All 374 ninth-grade students were given the Choices Jr. Interest Inventory. All of the students were also given the General Aptitude Test Battery.

I found from the students' reaction that they need even more career information. The problem is that the students start out with unrealistic goals. To what degree they overcome this, I do not really know. I do know that 83 percent of the students did look into, and further research, careers.

## School 61

### Program Narrative

The easiest way to explain the career-exploration unit that I taught to middle school eighth graders is to present it in lesson plan form. The class ran for 7 weeks and was taught to reading classes one day a week.

#### Week I

Introduction to career unit
Explanation of career assessment--interests, aptitude, temperament, values
Explore the above areas
Career timeline--8th-12th grades
Do an interest inventory
Handout career folder

#### Week II

Students take Self-Directed Search by Holland

### Week III

Do explanation of Holland Code
See videotape about Holland Code
Introduce DOT and OOH
Have students select occupation and research that job

### Week IV

Female/male roles in careers
Discussion--small groups are given situations dealing with roles. They come up with solutions and share it with the class

### Week V

Interviewing--Work in groups after a discussion of techniques in interviewing. Students are given a description of three people and what happened at the interview; they then "hire" one of the choices.

### Week VI

Career Day - Time 1:00 - 2:30
Speakers come and lecture about their occupation
Students select the speakers they want to hear

### Week VII

Discussion of career day
Test over careers
Evaluation of unit
Check career notebooks

The reading teacher showed filmstrips at other times during the week and students were expected to take notes. The students visited our JVS and high school.

Material used:
Career folders
John Holland's Self-Directed Search
Handouts
Filmstrips: Sunburst--Self-Assessment/A Tool for Career Decision
DOT-OOH

## Expected Student Results

Students shall have a better understanding of their own needs, values, and interests. They will become familiar with a career assessment. They are then made aware of the results and how to interpret them to help them gain a better understanding of their career direction.

They will discuss with classmates sex roles as they pertain to occupations.
They will also review steps in interviewing for a job.
They will complete a career folder.
They will select a career and research information about their job.
They will hear six speakers discuss their particular job.
They will be able to use the DOT and OOH
They will pass a test on the career unit.

## Who Achieved Results

Success of the unit can be drawn from the students' reactions to lessons. They enjoyed the lessons and had favorable comments. All students did a career notebook; all but a few did a search on an occupation; most completed all assignments. We had good participation in class. Mathematically, I don't have statistics on the unit.

## Evaluation

How: A test was given. Folders were graded. Homework assignments graded. An evaluation was given.

Who: All students participating in the class.

Summary: Most students felt that they had a better understanding of themselves and in how to search for a career. Many wanted the class to be longer. Career day and interviewing techniques received the highest marks from the students. Attending our high school and vocational school also received positive comments. Finding interesting and updated audiovisuals is difficult and students would like different audiovisuals. We also have difficulty keeping updated DOTs and OOH books in our library. Overall, I feel the unit is of value to our eighth graders.

**School 62**

## Program Narrative

The JOB-O Career Planning booklet and insert folder were utilized with 300 seventh-grade students at Marietta Middle School. The counselor administered this program over a three-day period during social studies classes. The first period was spent responding to questions in the booklet regarding careers, interests, and educational plans. During the second 45-minute period, students recorded the number of matches on the insert folder and answered the questions about three jobs they liked best. The third and final meeting was spent having students share what they had learned from this activity. Students were also introduced to the Occupational Outlook Handbook and researched two additional jobs of their choice.

## Expected Student Results

Students were expected to gain knowledge about the three jobs of their choice by researching and answering the following questions:

1. How many people are employed?
2. What is the percentage of growth through 1995?
3. What is the job outlook?
4. What are the average earnings?
5. What kind of training is necessary?

In addition, students learned of the concept of career clusters and the variety of jobs and skills required within a certain job area. Students also were made aware of the Occupational Outlook Handbook and how to use it.

## Who Achieved Results

All students in the seventh grade (287) completed this program. Students absent from school were required to complete insert folders as a homework assignment. All folders were collected and checked to see if activities were completed. The students were very enthusiastic about this learning activity. Several parents called to comment positively about the need for more of this kind of learning. Both social studies teachers expressed interest in further developing a unit for next year involving career-exploration activities.

## Evaluation

How: Students were required to complete insert folders and answer research questions pertaining to the three jobs of their choice. As stated earlier, folders were checked and students were observed to be very enthusiastic about their participation in this program. The majority of students expressed the desire to participate in additional career-education activities.

Summary: I observed students to be hungry for this kind of learning. The activities seemed to help them see the relationship between learning and the world of work. I have agreed to assist with both social studies teachers in developing a career exploration unit for next year.

**School 63**

## Program Narrative

The plan of action was to attend to the academic needs of students at the junior high level in the areas of study skills and self-concept.

The plan explained the importance of good study habits and emphasized implementing an assessment program using a computer disc that specifically addressed the issue of study habits. The 100-question assessment helped the student identify his or her areas of weak study habits.

The second phase of the plan was to develop an eighth-grade program that helped students to identify personal characteristics of strength and weakness.

The project seemed doomed from its inception. I learned upon returning to school that a self-concept program (Quest) had become a part of the seventh-grade program of studies; this knowledge forced me to change the format of my plan. I decided to pilot my program in the seventh grade (study habits) and in the eighth grade (self-concept) by having students attend group sessions using the computer discs (two in number) that were purchased at the workshop. I quickly learned that the information could not be "booted" to the students working on the assessments during a class session.

I tried to modify my program by having the students take the study-skills and self-concept assessments individually. In essence, I brought my plan down to a much smaller scale. Most of the students seen were underachieving students.

Over the course of the school year, I did not see the entire seventh- and eighth-grade classes. I worked with a much smaller number of students.

The scope of what actually took place had little resemblance to what I had thought I could accomplish. I feel the students who used the computer material and the filmstrips purchased during the workshop did benefit.

### Expected Student Results

The seventh graders were to have a better understanding of their study skills by using the computer-assessment technique.

The eighth-grade self-concept program was to have been for self-exploration. The computer program purchased was of high quality. It is unfortunate that I was not able to implement the materials as planned.

### Who Achieved Results

This program, based on the limited number of students seen, was successful. The printout that was generated from the assessment provided a nice tool from which to develop a conversation regarding study habits and self-concept.

### Evaluation

How: Personal contact--an individual counseling session to discuss the assessment with the student. A few plans were developed by some students to improve study habits.

Who: No formal evaluation was given.

Summary: My plan was far too broad in scope to implement realistically in the manner that I had intended. The materials that I ordered were excellent, but my plan did not fit the materials. I needed more teacher involvement.

Through my frustration, I settled for a poor follow-through. This report is late in that I felt the plan did not warrant an excellent summary. I have learned some things about planning and implementation. I would most certainly narrow my scope; possibly target a type of student population, such as underachieving students, instead of an entire junior high class. Also, I would have spent more time at the workshop making sure that the plan and the materials ordered met the goals. I appreciate the monies and hope to make better use of the materials this year.

## School 64

### Program Narrative

In August, at our first staff meeting, I briefly explained the project and detailed what their involvement and assistance would be.

The project would use my part-time counselor, sixth-grade social studies teachers, computer instructor, and the sixth-grade student body.

We primarily used Educational Media's Study Skills Computer materials. Although we lost the original study-skills disks in our fire, we had those backed up and stored elsewhere so we were able to do some retesting using the computer materials.

A sampling of sixth-grade students was used to get some data to replace that which was lost in our fire. We were gathering computer data into May.

## Expected Student Results

It was expected that 90 percent of sixth graders to be able to verbally, or in writing, relate the elements of successful study skills, including the SQ3R method.

## Who Achieved Results

We had 84 out of approximately 100 sixth graders achieve the anticipated results. These students, with 90 percent accuracy, learned the SQ3R method and used it in their studies at least a part of the time. They could state the elements of successful study habits. The social studies teacher checked their progress and retention of this study skills strategy at the end of each of the first three 9-week grading periods. Eighty-four were able to retain and relate successfully the items after each of the three grading periods.

## Evaluation

How: Written tests were given at the end of September and after the first three grading periods. Students were asked to explain the SQ3R method of study, and took selected items from the study skills computer disk and used them as questions. Also, the observations by the sixth-grade team members were valuable feedback.

Who: Approximately 100 sixth graders were involved; some moved in during the project and some transferred to other schools during the time.

Summary: I'm not too sure my written plan of action was of much value. I was not familiar with the computer program when I wrote this, and I don't feel it was of much value after we got into using it completely. What turned out to be of most benefit was just having emphasis on study skills. With everybody tuned in to helping me with this project, more time was spent working with the sixth graders on study habits; that resulted in some noticeable dividends. It was not so important that the computer information be of value since the students benefited anyway with everyone periodically concentrating on study skills. To that end, my students reaped rewards, and we will repeat this again next year with some modifications.

**School 65**

## Program Narrative

I met with the principal of our school concerning what I had learned at the conference, as well as what I would like to accomplish with the eighth graders. I proposed to meet with the eighth graders four times throughout the year, followed by an evaluation session. This was not possible due to problems in scheduling and teacher agreement. There was concern about the students missing too much of the academic subject. Hence, I had to reconstruct my plans, which resulted in one group session with all the eighth graders and several visits to study halls to have group-guidance sessions involving both seventh and eighth grade (20-25 students).

My proposal for having a speaker's day was somewhat redundant in that the high school already has that program. We did have a speaker come to the junior high who spoke on the world of work from a businessman's perspective.

I also presented the idea of a survey dealing with several guidance issues including career issues. This I was able to do which I then based my group sessions on. Out of 16 topics, career issues finished in the top 5.

I was also able to get funding for the COPS, which will be given to the eighth graders next year. I also have added a career section in my newsletter which is given to all students (700) each 6 weeks.

The materials purchased have been used in various ways. Some of the books, videos, papers, were given to the OWA program in our school which was a great help. I also used the materials as reference for my newsletter and group sessions. They will continue to be used in the coming years as we continue to develop our career-guidance objectives in our overall program.

## Expected Student Results

My expected student results were based on my proposed program that we were not able to adopt at this time. The results concerning acceptance of self and others was the main topic of discussion when the principal and myself talked with the entire eighth grade class. We discussed personal qualities, characteristics, talents, and skills. We also touched on the topic of work (in a roundabout way) in reference to homework.

The students were generally very open during our discussion, and I felt that we accomplished much in reference to self-concept, acceptance, and personal talents.

## Who Achieved Results

There was no way of knowing what was accomplished in the sessions, but overall we had a very good year with the eighth grade as far as behavior, grades, and socialization were concerned.

## Evaluation

How: I would have to say that most of the evaluation was done in the form of observation and discussion. During the group sessions feedback came from the conversation. There was no measurable evaluation except for the survey that accounted for the issues the students felt were important to them at this time.

Who: Eighth-grade students (350) on one occasion and 20-25 students in study halls approximately five times.

Summary: There was no definite finding, but I felt that what we did was a good start and can enable us to go forth from here. I will continue to meet with the students during study halls, as well as in small-group sessions.

It was very beneficial to go to the conference as well as to get the materials. It has helped me professionally as well as the school.

## School 66

### Program Narrative

I worked with students in small groups, completing the Harrington-O'Shea Career Decision-Making System. Students then researched three worker trait groups that most related to self-assessment of their interests, abilities, values, and preferences. Students were shown how to use the Dictionary of Occupational Titles, Occupational Outlook Handbook, McKnight's Worker Trait Group Guide, and our extensive occupational files, as well as Apple Software, Career Scan and Career Finder. All students in the eighth grade were involved some time during the year.

### Expected Student Results

The students were expected to learn skills in self-assessment and to use those skills to better understand their interests, strengths, and preferences. Then they could relate this self-knowledge to potential occupations as they formulate career plans.

### Who Achieved Results

Every student achieved the expectations to some extent, depending on their maturity and emotional and intellectual state. At least each student completed the inventory and saw how to relate self-knowledge to careers. Some students will be more interested in the results in a few months or years. They were counseled to keep the materials in a file and compare answers in three years to assess their own development and changing interests. Even at a minimal level, this exercise may have awakened self-knowledge with career information that can grow to fruition in later semesters.

### Evaluation

How: By observations of interest in the discussions in the use of career materials, and by a written paragraph from individual students.

Who: All students were observed. Fifty students were selected at random (five groups) to write narrative paragraphs.

Summary: This was very worthwhile. Thank you for the opportunity of using the materials and for inviting me to participate in this program.

## School 67

### Program Narrative

All ninth-grade students participated in a program of career education and "understanding yourself." Students met in regular classes with classroom teachers, small groups, and individually with the counselor.

The MAT six test results were reviewed in September.

The COPS interest inventory was administered in November and all small-group and individual work was begun immediately after Christmas.

### Expected Student Results

1. Complete the COPS Interest Inventory.
2. Identify area of high interest and several careers within it.
3. Relate results of MAT 6 testing, interest inventory results, and academic performance to "life after high school."

Note: I had planned to administer the COPES Work Values Survey. Neither COPES nor COPS ever arrived although I thought I had ordered them. So we purchased our own COPS.

### Who Achieved Results

At the end of the first semester 29 out of 74 freshman students were failing enough classes that grade retention was a possibility. At the end of the year, after project completion, only six of those students were actually retained.

### Evaluation

How: Evaluation was done by teacher/counselor checks of assignment completion at the end of activities and by teacher/counselor observation of students during the school year. Evaluation was also done by noting the number of students who successfully completed ninth-grade requirements.

Who: All ninth-grade students.

Summary: I believe the project was successful if only because of the successful completion of ninth-grade requirements by a majority of the students. The students appeared to better understand themselves and were able to relate "what I am doing now" to "what I can do in the future."

## School 68

### Program Narrative

Materials Purchased:

Choices Junior: The menu-driven, Apple compatible, computer software program that utilizes a hand-written, hand-scored student interest survey as a basis for directing students to interest-related career clusters.

How to Help Your Child Choose a Career by Luther B. Otto: Softbound textbook designed to assist parents in making the educational and/or vocational preparation choices their children and they will be facing when the children enter high school.

Personnel Involved:

Assistant Superintendent--Participated in workshop/staff orientation

Occupational Work Adjustment Teacher--Utilized materials with 17 O.W.A. students

Guidance Counselor--Utilized materials with parents of students

Computer Instructor--Utilized materials with approximately 120 eighth-grade students

Librarian--Catalogued materials for future circulation among teaching staff.

Timeline:

Materials were very late in arriving (Choices Jr. was delivered after Thanksgiving) which prevented the materials from being included in the middle school language arts instructors' career-orientation units.

Dr. Otto's materials were utilized in both an ongoing, as-needed effort, as well as in the parent meeting held in conjunction with orientation of freshmen students for the 1988-89 school year.

Upon arrival, Choices Jr. was immediately utilized by our high school Occupational Work Adjustment coordinator, with a group of 17 ninth-grade students. Students completed the interest survey and then pursued the information contained on the diskettes in their first and second areas of vocational preference. No objective evaluation was conducted; however, the teacher reports a positive reaction from the students and has requested that we replace the consumable portion of the materials for his continued usage.

Choices Jr. was then transported, during the Christmas vacation, to the Minford Middle School. The middle school librarian catalogued the material and made it available to the staff. Junior high language arts personnel had completed their career units and will not be utilizing the materials until fall of 1988.

The computer education teacher at the middle school utilized Choices Jr. with approximately 125 eighth-grade students. Each student completed the interest survey and then pursued one career cluster of interest as indicated by the survey. Again, no objective evaluation was attempted although completion of the work involved filling out a job description format with the information ascertained from Choices Jr. The software also contains educational suggestions which were utilized by the students and guidance department in registration for the individual student's initial entry into the varied curriculum offered by Minford High School. Such choices as a college preparatory, general studies or vocational track were aided through the use of the software program.

Choices Jr.--December 2-12--17 ninth-grade middle high school students
Choices Jr.--December 15--31 Minford Middle School Library
Choices Jr.--January-May--125 eighth-grade middle high school students

How to Help Your Child Choose a Career--Utilized by the guidance counselors in assisting parents whenever questions arose concerning educational preparation.

How to Help Your Child Choose a Career--Utilized on May 17 as part of a presentation to parents of incoming ninth-grade students by the high school guidance counselor.

## Expected Student Results

1. Students were expected to be able to identify one or two career choices based upon their interests.
2. Students were expected to be able to list three to five occupational titles according to the career clusters of their choosing.
3. Students were expected to make more informed selections of high school courses based upon the relationships between career choice and educational requirements.

## Who Achieved Results

All student participants (approximately 142) completed acceptable levels of pupil performance as determined by teacher observation and through classroom discussion.

No objective (test) data were compiled as the materials do not lend themselves to a testing criteria, but rather, are designed to further student interests in possible career choice as well as to guide them in educational planning.

## Evaluation

How: O.W.A. students were evaluated by teacher observations and classroom discussions as part of the career-exploration unit.

Eighth-grade students were evaluated as part of an overall classroom grade in their microcomputers classroom for completion of the interest survey, completion of the software search related to a minimum of one career area, and completion of a written summary of the information gathered about the career of their choosing.

Parents of incoming freshmen indicated their appreciation for the materials available for use by themselves and their children in preparation for registering for ninth grade.

Who:
O.W.A. ninth-grade class--17 students
Minford Middle School eighth-grade class--125 students
Minford local parents--approximately 50

Summary: An O.W. A. classroom teacher relates that the materials were very useful as part of his career information unit. Students--

1. explored their interests;
2. related interests to vocational choice;
3. examined one or more careers of their choosing;
4. discovered information concerning career clusters, educational preparation, vocational training, job descriptions, salary/fringe benefits, work requirements, and relationships between work and life-styles; and
5. utilized new knowledge in completing materials for 1988-89.

The computer education teacher utilized the materials as part of a program to assist the students in preparing themselves and their parents for selecting high school subject areas and possible vocational pursuits. Students--

1. related their interests to career choices;
2. explored career areas of interest;
3. discovered specific course recommendations based upon their interests and career choices;
4. were less confused as to high school course selections; and
5. were more informed as to possible career choices and the route to be taken toward those pursuits.

The high school guidance department utilized the materials in coordination with the computer education teacher as one aspect in the orientation of students and their parents in preparation for their high school registration.

Students made more-informed choices regarding the courses they would need and wanted to take.

Parents participating in the orientation program for incoming freshmen as well as some whose students were already involved in the high school program utilized Dr. Otto's materials on a loan basis to make themselves better informed regarding career opportunities and requirements.

## School 69

This project was not successfully implemented. We encountered several problems while attempting to implement the Val Guide System. The program was to arrive at my home during the summer so I would have time to become familiar with it; it arrived in late September. When I tried to use it (the software package from Val Guide) I kept getting a computer-error message. I called the company and was told I needed a CPM card for my computer--I was not told this before. They said they could send me one for $250.00. Our school district is suffering from lack of money, and I was told we did not have the money to spare. After many phone calls, I found a local vendor who could sell me a CPM card for $50.00 (my expense). By now we are into late October and I have not even had a chance to preview the program. There were then problems in entering the data: my district, because of money, is no longer using the GATB or the OVIS. I am now faced with trying to find career-interest data.

By the end of January I was realizing I would be unable to implement this program and began preparing to use it--with some modifications--during the 88-89 school year. I will implement the plan I submitted last summer this coming fall and will file a report with your office in May or June 1989.

## School 70

### Program Narrative

First I visited the eighth-grade classrooms in October to identify interests in the working JOB-O, High School Career Planner classification clusters. They studied their personal characteristics and related them to job classifications (COPS) in the month of November. In December the vocational counselor of Pickaway-Ross Vocational School showed a VCR tape of the different types of vocational training offered. The eighth-grade students had an excellent discussion with the vocational counselor. In January we visited the vocational school for an interesting field trip.

I felt that our students (most) enjoyed and appreciated this experience. They became more knowledgeable about the world of work.

### Expected Student Results

Eighth-grade students will be able to demonstrate knowledge of the world of work. They will be able to identify their own individual characteristics and match these with job-classification areas (clusters). Hopefully, they will be able, through self-assessment, have a good idea of the areas of the work world that they are interested in as possible vocational choices, and eliminate those that they discover they have no interest in as a possible vocation.

### Who Achieved Results

Most of my evaluation of results was done by observation. I did not keep results of percentages. Most students (75 percent) ) were able to identify their interest areas and job classifications and were more knowledgeable of the work world.

### Evaluation

How: Evaluated in February by discussions (follow-ups), observation, and their knowledge of work and job classification demonstrate in follow-up discussions.

Who: Eighth-grade students at Mt. Logan.

Summary: The eighth-grade students demonstrated more understanding of assessing themselves, their interests and what job or work they would be interested in doing. They seemed to appreciate their visit to Pickaway-Ross Vocational School more than previous years. They asked better questions and were more knowledgeable.

## School 71

### Program Narrative

The program was put into action during the 1987-88 school year and has become a regular part of our group guidance curriculum. Implementation of the program was achieved through a series of career education units that were presented in group guidance classes.

The program is designed to teach a 12-week unit of career education to all eighth-grade students at Napoleon Central Middle School. All eighth-grade students at N.C.M.S. are scheduled in one group guidance class per week, which made program implementation logistically simple. The 12 units and the resources used are as follows:

### Introduction to Career Education

Needs assessment of what students want to learn regarding career education. Resource: counselor composed needs assessment

Introduction to the world of work. Resource: V.H.S. tape "Working" (vendor: Metropolitan Life Insurance Co.)

Introduction to the work world. Resource: filmstrip "The World of Work" (vendor: Meridian Education Corp.)

Beginners guide to work. Resource: The Beginners Guide to Work (obtained from The Ohio Bureau of Employment Services)

### Preparing for Jobs and Careers

Choosing a career and discovering Jobs. Resource: Filmstrip "Choosing a Career," and filmstrip "Using Job Lead Sources" (vendor: Meridian Educational Corp.)

Resume writing and job interviewing. Resource: How to Write a Winning Resume (vendor: V.G.M. Career Books, and filmstrip "Interviewing for a Job" vendor: Meridian Education Corp.)

### Helping Students Understand Career Choices

Personal job requirements and values. Resources: Counselor composed, and job value rank order; and filmstrip "Careers and Values: Understanding the Choices" (vendor: Sunburst Communications)

### Individual Student Career Assistance

Each student studies and completes the CDM pamphlet. Resource: Career Decision Making System (vendor: American Guidance Services)

### Evaluation

Each student completes a career education survey evaluation. Resource: counselor composed survey

## Expected Student Results

All eighth-grade students at N.C.M.S. were expected to acquire and demonstrate competencies in the following:

1. Information and knowledge of the world of work
2. Knowledge and insight into individual values and self-characteristics as they relate to careers
3. Knowledge of how to go about obtaining and maintaining employment
4. Knowledge of personal decision making as related to careers and employment

## Who Achieved Results

All student evaluation was done through the teaching counselor and students. Due to the nature of the class (no grades are given in group guidance classes) a student unit evaluation was used as the chief evaluation tool. Students wrote responses to the following questions:

1. How much did you know about jobs and careers before we started our career-education unit?
2. What have you learned about yourself in relationship to your own career goals and job expectations?
3. How did this unit assist you to discover your own concerns about jobs and careers?
4. What did you not learn about career education that you would still like to learn?
5. Why, or why not, is career education an important topic for eighth-grade students?

## Evaluation

How: Individual student learning was evaluated throughout the course. Student worksheets and class discussions were most commonly used. Perhaps the most important and useful evaluation for the students took place when they completed the Career Decision Maker (American Guidance Services).

Who: All eighth-grade students at Napoleon Central Middle School (N=157).

Summary: I very much enjoyed and valued my participation in the Ohio Middle School and Junior High School Career Guidance Conference. As previously stated, the career education unit composed as a result of this program is now in place. The materials purchased through the conference are indeed being implemented and used in our group-guidance classes.

After reviewing the results of the student evaluation of the career education unit, it is clear that eighth-grade students have the desire and recognize the need for career education.

**School 73**

## Program Narrative

In small-group sessions of 4-7 weeks, junior high students received instruction in note-taking and listening-skills development. Study habits, reading context skills, and test-taking skills were emphasized through a series of written lessons, demonstrations, and practice exercises. NASSP study skills materials and other supplementary materials were used.

### Expected Student Results

Improvement in test-taking skills and study skills.

### Who Achieved Results

Specific statistical information is not available. The consensus among staff was that there was general benefit, with higher student motivation being the key to increased skill development.

### Evaluation

How: Observations--teacher/completed tasks.

Who: All students in sessions

## School 74

### Program Narrative

I was able to follow the action plan fairly well. After the students completed the Harrington-O'Shea Career Interest Survey, we entered this material into a data-base system that our school uses with other county schools.

In addition to entering career-interest material, we also entered Iowa Tests scores, Algebra Prognosis Test Scores, local reading and mathematics competency test scores, teacher recommendations, and report card grades.

By doing this an ideal situation was created for counseling. All the data that would be needed to intelligently guide students was at my fingertips. Material such as the students' ability, aptitude, achievement, and interests were before my eyes in a matter of seconds.

Another advantage in having the material in a computerized database is that it permits me to call up students with the same interest when I have career speakers in the building.

Having the career-interest material and academic information in the computer was extremely helpful when it became time to schedule students for the ninth grade. Not only did I now know what the students long-range goals were, but I also knew what their abilities, aptitudes, and achievement levels were.

It is important for me to acknowledge that I had the utmost support and encouragement from our director of curriculum. She also provided me with the necessary clerical assistance so the data could be entered in the computer in a relatively short period of time.

If you would like more information on this program, please contact me. I believe other school systems in our county will be trying this approach in the future.

**School 75**

Eighth Graders:

About 260 students received an orientation to the COPS and then self-administered and self-scored and self-interpreted that instrument. Students gave me three occupations that interested them the most. I then printed them full details through OCIS. This occurred in early January.

In mid-January, a counselor from the Joint Vocational High School came and presented its programs to all eighth graders in groups.

In October eighth graders were given the CAT and CSI standardized tests. The results were interpreted for each in December and in late January a hard copy of the results was given to each parent.

By the end of January, each student had a private conference with the counselor. At that time, a career choice was made and a 4-year plan of studies for high school was made. About half of these conferences had parent(s) in attendance.

We had to purchase the COPS materials.

Seventh Graders:

One class period was given to each of about 225 students. I used seventh-grade science classes. I presented the approximate number of jobs and showed them Volume I of the Dictionary of Occupational Titles. I moved into the 14 job clusters that are used in the COPS and discussed these.

We then explored the world of work from the viewpoint of people, data, and things. Much of this material was shown by way of transparencies. I did all of this in mid-November.

I used materials obtained in the summer workshop.

## Expected Student Results

Eighth Graders:

These students will be able to self-score and self-interpret the data revealed in the COPS. They will be able to use this with other data, especially CAT results, to make tentative career decisions. They will then be able to select three occupations that they wish to study further and obtain information from OCIS.

Seventh Graders:

I expected that most students would understand the concept of job clusters and be able to identify at least some of them at the end of the class. Furthermore, I expected that most students would also understand the people, data, thing concepts.

## Who Achieved Results

Eighth Graders:

Only about 30 or 11 percent of the students were absent the day that the JVS counselor was here. Attendance at the program was deemed sufficient for approved results. The students who were absent during the administration of the COPS were called in and were allowed to complete this instrument. Completion of the entire interpretation booklet of the COPS constituted approved results. Although not officially part of this project, 100 percent of the eighth graders received CAT test results. This also has been interpreted as approved results. All eighth graders submitting three occupations for a printout received a hard copy from OCIS, a nearly 100 percent response indicating an approved result.

Seventh Graders:

These students were given a quiz at the end of the period. I expected that about two-thirds or 152 students would pass the quiz with a 70 percent or better.

I have attached a complete quiz. Fourteen different answers are on it. The results are as follows:

Twenty-two students had 8 correct answers - 60 percent correct
Twenty-five students had 9 correct answers - 70 percent correct
Twenty-eight students had 10 correct answers - 71 percent correct
Twenty-nine students had 11 correct answers - 78 percent correct
Eleven students had 12 correct answers - 85 percent correct
Fourteen students had 13 correct answers - 92 percent correct
Twenty-three students had 14 correct answers - 100 percent correct

Summary: About 60 percent of the seventh graders had nine or more correct answers on the quiz. This is a little lower than expected. On the quiz, 70 percent correct answers was equal to nine.

## Evaluation

How: Evaluation of the eighth graders was mostly by completed tasks; seventh graders were evaluated by a quiz.

Who: About 260 eighth graders were evaluated. About 225 seventh graders were evaluated.

Summary: The students found the research interesting and informative. They felt at ease working at their own pace and received some actual hands on results.

**School 76**

## Program Narrative

It is difficult to complete this report due to the fact that my principal would not permit some of the activities I had planned to complete until I sought and received the board of education's approval. I worked with Mrs. Debora Binkley, Delaware County Coordinator for Gifted and Talented Education, to have our local program approved by the Olentangy Board of Education. Everything is in place for the 1988-89 school year. However, many of the activities planned at the conference were not completed. The materials and the program are ready to be implemented and it is my understanding that the new guidance counselor plans to move ahead with the plans.

I will list the activities completed in an informal manner and the materials used.

1. Students became familiar with the concept of career clusters through use of the Occupational Outlook Handbook and Dictionary of Occupational Titles. This was accomplished through informal meetings during lunchtime and in individual sessions in my office. Some students learned to use the high school computer program providing college information.
2. All students took and discussed an interest inventory from the BICEP program for middle school.
3. Since I could not gain approval for a "Shadow Day," a letter was sent to parents suggesting their child use the information and knowledge learned through the GATE program to shadow someone during the summer. Parents were encouraged to help students with arrangements and to process the experience once it was completed. Since I am no longer at Olentangy Middle School, I do not have access to information on whether or not some students completed this activity.

## Expected Student Results

I am unable to answer this part. The students involved were eighth graders, and this program is not continued in the high school. It is my hope that better information will be available at the end of the current school year.

Additional Information: Materials obtained through the conference were used in other ways. I purchased ten "How to Ace Parenting" booklets. These were used with a parent group. Feedback was positive.

"Career Guidance for Special Students" provided me with valuable information in dealing with our special education students.

"Getting Smarter" booklets were used with low-functioning and low-achieving students. School performance improved based on teacher feedback.

"How to Be a Winner" was used with the students who experienced difficulties with interpersonal relationships.

"How to Help Your Child Choose a Career" was introduced at the parent informational meeting during high school scheduling. Three parents signed out the book and reported that the information was helpful in guiding their child in choosing high school classes.

The activity sheets and spirit masters in "Preparing for Your Career: Self Awareness" were helpful to gifted and talented students as well as those in the regular program. Some activities were used during the eighth-grade career awareness week in the spring.

### Evaluation

How: Evaluation was done through group and individual discussions and observation.

Who: Approximately 20 eighth-grade gifted and talented students were evaluated. I say "approximately" because not all students participated in all activities.

## School 77

### Program Narrative

The guidance counselor met with students four times during the year to conduct career classes. Discussions, speakers from the community, Choices, Consumer Choice, and Consumer Advertising were all part of the agenda. A career-interest survey was also used.

Various speakers from the community were brought in to discuss their careers. Speakers from the armed services, banks, newspaper, and so forth, participated.

The interdisciplinary unit did materialize at the end of the first semester when I was transferred to the high school.

### Expected Student Results

1. Students became aware of career interests.
2. Students wrote papers concerning their career interests.
3. Students heard speakers talk about careers.

### Who Achieved Results

All eighth-grade students explored the career options through surveys and Choices Jr. program and by listening to career speakers (147).

### Evaluation

How: Observations, collections of papers, participation in Options Jr. program.

Who: All eighth graders.

## School 78

### Program Narrative

As stated in the original goal statement for this project, the purpose was that "all seventh-grade students will be able to identify their own interest areas, relate these interest areas to career clusters, and explore sources of information on specific careers in cluster areas."

The project was implemented the week of January 11-15. I was able to "take over" the seventh-grade social studies classes for that week. I introduced the program with the film "It All Depends on You" and a class discussion. Students then took and scored three interest surveys: E-WOW, GIS, and Career Area Interest Survey.

Students then compiled lists of "10" careers they would like to learn more about. I introduced students to reference materials, including Chronicle Briefs and the Occupational Outlook Handbook. Students then research one or two careers as time and their individual working style permitted.

As a final activity, students presented the information they found orally to the class.

## Expected Student Results

The following "Expected Results" are revised from the original proposal and adapted to realistically meet time constraints.

1. Students will be able to identify career-interest areas measured by several interest surveys.
2. Students will identify careers that fall into their career-interest areas.
3. Students will be able to use career-resource materials to find information on one or two career areas.
4. Students will look critically at the information and evaluate the advantages and disadvantages of each occupation for them personally.
5. Students will share information with the other students in the class.

## Who Achieved Results

Goal: Students will identify interest areas.
Of 130 students in the seventh grade--
- 106 students--or 81 percent identified top areas of interest in all three surveys.
- 11 students--or 8 percent --identified top areas of interest in 2 surveys.
- 3 students--or 2 percent--identified top areas of interest in 1 survey.

Goal: Students will identify occupations (10 or more) that fall into their career-interest areas.
Of 130 students in the seventh grade--
- 51 students or 39 percent identified 10 or more occupations.
- 45 students or 34 percent identified 5-9 occupations.
- 22 students or 16 percent identified 1-4 occupations.

Goal: Using the Occupational Outlook Handbook and Occupational Briefs, students will research one or two occupations and fill out an information sheet. They will then present information orally to the class.
Of 130 students in the seventh grade--
- 117 students or 90 percent filled out at least half of the information sheet.
- 96 students or 73 percent were able to evaluate the advantages and disadvantages of career for them.
- 123 students or 94 percent gave oral presentations on the careers they researched.

## Evaluation

How: Student worksheets, student opinion (feedback), and oral presentations.

Who: All seventh-grade students.

Summary: Results of student worksheets and oral presentations are recorded under section "Who Achieved Results." Below are results of the student opinion questionnaire: 122 students filled out the questionnaire.

I felt the video "It All Depends on You" rated:
- 5 students or 4 percent said excellent
- 87 students or 71 percent said okay
- 15 students or 12 percent said poor

I felt the E-WOW inventory was:
- 85 students or 70 percent said it was worth my time
- 17 students or 14 percent said it was not worth my time

The CSPI questionnaire was:
- 77 students or 63 percent said it was worth their time.
- 18 students or 15 percent said it was not worth their time.

Career Area Interest Checklist was:
- 98 students or 80 percent said it was worth their time.
- 10 students or 8 percent said it was not worth their time.

I felt finding information on a career I am interested in was:
- 108 students or 89 percent said it was worth their time
- 8 students or 7 percent said it was not worth their time

I felt the speeches by students were:
- 82 students or 67 percent said they were worth their time.
- 36 students or 30 percent said they were not worth their time.

Based on the high percentage of students who accomplished the stated goals of this program and saw each aspect of the program as worthwhile and valuable, I am confident that this project has been extremely successful and will be repeated next year.

**School 79**

## Program Narrative

I presented guidance activities that enabled students to identify their likes and dislikes, interests, and skills. We completed a general interest survey, identifying careers with the most matches. These activities were held weekly January through March.

Students then were able to choose which speakers they wished to hear on career day; and they were able to attend four different presentations. The speakers for career day held on March 22, 1988, included 37 representatives from different occupations in the area. Occupations represented included construction,

veterinarian, chiropractor, pharmacist, nurse, preschool education, postal service, realtor, insurance, weather reporter, computers, industrial safety engineer, food service, land surveyor, financial consultant, personnel, secretary, agriculture, trucking, judge/attorney, fitness, nutrition, mortician, dentist, navy, navy reserves, travel agent, model, state highway patrol, photographer, crop duster, hazardous waste disposal, physical/occupational therapy.

The activities held previous to career day included "Are You Prepared for the World of Work?" (Project BICEP); "Planning for High School" (Project BICEP); "Personality Mosaic;" "Would I Hire Me? Understanding and Appreciating Feelings of Others" (Project BICEP); and JOB-O (CFKR Career Materials, Inc.).

## Expected Student Results

1. Eighth-grade students will identify self-likes and interests on a general career interest survey. I will provide activities in group-guidance lessons in which I will offer information and direction. For students needing more direction, I will lead small groups or provide individual assistance. Students will complete the career-interest survey, matching their interests and careers.
2. Eighth-grade students will explore a career area through reading and participation in career exploration day.

Each student participated in a variety of career-exploration activities. The Job-O was used at the end to provide the students with an opportunity to narrow down the choices, targeting on a few career areas with good matches with personal interests. The students then were able to see some statistics on expected incomes, level of education required, working conditions, job outlook, and so forth.

Career day also enabled the students to learn more about four careers of interest to each individual. The students were able to hear about the job requirements, education, and training needed, working conditions, and so on. The students were able to ask questions of each speaker. Through this experience the students were able to eliminate job choices that did not appeal to them or consider more seriously opportunities that were appealing. Many students became interested in fields that they had never considered before.

## Who Achieved Results

All the eighth-grade students (92) achieved the expected results. Each student completed all the career-exploration activities. Each narrowed down the choices on the JOB-O Inventory. Students also participated in career day and completed evaluation forms for each presentation they attended.

All eighth-grade students now have a guidance folder with all the career-exploration activities in it, as well as all educational and career-planning information recorded on the file.

The JOB-O Insert Folder shows how the students narrowed down their choices, and proceeds to lead the students into the next steps they need to take to learn more about specific careers.

## Evaluation

How: My evaluation consisted of observations during the career-exploration activities, looking over their junior high guidance files, and reading their evaluations from each presentation they attended during career day. There were no grades taken. The students will take all these materials in their guidance file to the high school, where they will be kept in the guidance office. Students will be able to add to and use this file whenever they wish.

Who: All eighth-grade students were evaluated.

Summary: As a result of the career-exploration activities, these eighth-grade students participated in, they are well on their way to choosing fulfilling careers. Many different aspects of the careers and the preparation needed for these careers were examined.

The students looked at careers and preparation for choosing a career initially. By learning more about themselves, it is more likely that they will get a good match between themselves and jobs that will use these abilities, interests, personality traits, and experiences to the best advantage.

The JOB-O helped the students to see how close their interests matched up with 120 commonly found jobs. The exercise was good for allowing the students to see if they were considering career areas that match with their interests. Students were to consider their three highest career matches and choose one which they would be the most interested in at this point.

Career day further enabled the students to learn about a variety of careers from people in the career. The students were able to get a realistic viewpoint of what it would be like to hold jobs in these career areas. Many students were surprised to hear that some of the careers are quite different from what they had believed. Others reaffirmed that they were headed in the right direction.

All the activities these students participated in will help them to make better decisions about what careers to enter. Thus, the students will be able to lead happier, more fulfilling lives.

### School 80

## Program Narrative

Lesson plans were prepared in August utilizing the new study skills, test-taking, and career orientation filmstrips.

Sessions were scheduled with seventh graders during September and October for junior high orientation and presentation of the above-mentioned materials.

A culminating activity was introduction of the Career Finder computer program. Each student was given the opportunity, either individually or in a small group, to work with an Apple computer and the Career Finder disk.

A follow-up to the Career Finder experience was use of the Occupational Outlook Handbook and the three-volume Encyclopedia of Careers to further refine career information.

Working throughout the year, almost all of the 172 students had the opportunity to participate in all phases of the project.

## Expected Student Results

Students showed that they could use the computer program intelligently taking into account realistic self-perceptions and career goals. They further showed an interest in pursuing information beyond that generated by the computer.

## Who Achieved Results

According to the plan, success was to be judged by the reality of student curricular choices. Using this criterion, we found that only 10 seventh graders elected classes that seemed to be beyond their academic capabilities (e.g., pre-algebra and introductory foreign language).

Informal observation showed student willingness to accept statements printed by the computer that they might have rejected had they originated with the counselor.

Evaluation was ongoing as students used the computer program. Many students asked to rerun the program as they developed more realistic self-perceptions or gained insight into ways of directing computer output.

## Evaluation

How: Evaluation was accomplished by observation and examination of the students' registration for the coming year completed in the month of April.

Who: All seventh graders.

Summary: The infusion of new materials into our seventh-grade guidance program proved to be a great help in assisting students to relate their presence in school at a junior high level to the attainment of future goals.

A study could have been based on a comparison of school approach skills possessed by the current seventh grade with previous groups. Instead, we focused on the relative reality of career directions and curricular choices.

Observation indicates that the current group is better oriented to school related decisions than any previous group. Further follow-up will show the degree of carry over and application by students in making curricular selections in the future.

School 81

## Program Narrative

In September most of the materials had arrived and were placed on display for parent orientation and student orientation.

The eighth graders benefited most directly. The JOB-O materials and vocational handbooks were a mainstay of their guidance classes. These materials were very appropriate and well utilized.

At the October parents night, the Step/Team program was introduced, and a display placed in the lobby. However, signup was very small; this activity will be attempted again in the next school year.

The career and high school night was very well attended and several items were utilized to make the evening more interesting. In January the filmstrip on careers was used to help parents become more involved.

A staff inservice was held in October to demonstrate the materials that are available. Teachers used the materials sparingly, but industrial arts teachers and math teachers did utilize the career reference books during the year.

## Expected Student Results

1. The students in the eighth grade will be able to select a career area and use materials in the career center to develop a career project.
2. Parents of sixth-grade students were given the opportunity to participate in the Step/Team program.
3. An inservice was held for teachers to help them infuse career materials.

## Who Achieved Results

Goal 1 was the most successful of the goals. All 154 students or 100 percent of the students were given the career-interest survey and were able to utilize the reference materials to complete most of the tasks (95 percent completion rate). The materials were utilized so much that the career center was moved from the library to the study hall for more accessibility.

Goal 2 was the least successful. Out of 146 parents given information, only three parents signed up for the course, which was not held due to lack of participation. However, materials were shared with the three parents at individual meetings.

For Goal 3--20 teachers were informed of the materials available. The hope was to infuse this into curriculum. I had hoped to get five teachers involved. However, only three teachers really attempted this--one eighth-grade math teacher, one seventh-and eighth-grade industrial arts teacher, and one sixth-grade classroom teacher.

## Evaluation

How: (1) Tests--the JOB-O interest survey was taken and scored. A checklist was then developed for eighth graders and made a part of their permanent record. (2) Observation was used to note student use of materials in the library. (3) A checklist was used by counselors to make sure various tasks were completed.

Who: Students were evaluated as materials were used and completed. Staff was evaluated as to whether materials were used or not. Counselors were evaluated by the principal as part of the goal for the year.

Summary: In summary, I feel that the program was very successful. The materials and information from the workshop allowed me to do a much better job in the vocational area. The eighth-grade students utilized the materials the most. I feel this year they are certainly better prepared to make wise vocational choices.

The career center and showcase display were certainly well used and noticed. The library has set up a center, which is being used. The only fear is that funds will not be available to keep the center updated as it should be.

Although three teachers besides myself used the materials, I felt that many teachers were not comfortable with vocational materials and thought that the counselor should handle this phase of the student's education. Hopefully, through the years, I can help to change this attitude.

**School 82**

## Program Narrative

The career coordinator presented a lesson of study skills to 60 fifth-grade students and two teachers. Learning Tree filmstrips and materials were used from the Career Resource Center.

## Expected Student Results

From the presentation of the Study Skills program, the students were given an opportunity to acquire skills that would better prepare them for daily homework, verbal and written presentations, and exams.

## Who Achieved Results

No formal data was collected, but survey of the teachers indicated some success.

## Evaluation

How: Evaluation was done by the classroom teacher on written and verbal assignments, observations and tests.

Who: Sixty fifth-grade students was the target population.

Summary: Percentage and numbers were not recorded, but through teacher observation and evaluation, it was decided that the program was beneficial for the students.

**School 83**

## Program Narrative

Through the use of the Occupational Outlook Handbook, Interest Inventory, COIN Terminal, and individual career folder, all eighth-grade students will develop a tentative career plan that matches their identified work skills and interests.

January 1988--The interest inventory was administered and the results shared with each student.

February 1988--The Occupational Outlook Handbook was utilized in the social studies class (career unit) to help each student match his or her identified work skills and interest.

March-April 1988--The COIN Terminal was utilized by all students to help them learn as much as possible about their selected careers.

May 1988--Individual career folders were completed and a (career) report completed for social studies project.

## Expected Student Results

All eighth-grade students will identify personal career/occupational interests, aptitudes, and talents; positive attitudes toward work; personal work strengths and competencies; and they will recognize that schooling is necessary for future careers.

All eighth-grade students will be taking an interest inventory.

All eighth-grade students will utilize the Coordinated Occupational Information Network computer and receive a printout of their career selection.

All eighth-grade students will have a permanent record or folder on their various career choices.

## Who Achieved Results

Because of the fact that all of our eighth-grade students have been able to program our COIN machine and learn about their career selection at the present time, I feel that our career program was a success. The numerous phone calls by our eighth-grade parents, and the many positive comments from them at our spring open house, indicates that the information was brought home by our students and shared with their parents.

## Evaluation

How: The social studies teacher gave grades (A to F) on both the individual career folder and the career report.

Who: Every student in the eighth-grade class.

Summary: I feel that our eighth-grade students have been adequately taught about career choices and should know what procedures should be taken if a different career selection is made in the future.

This is an excellent opportunity for them to explore careers and to gather pertinent information that will enable them to hopefully make excellent career decisions in the future.

**School 85**

## Program Narrative

I introduced the materials to the students in December. Our main emphasis was to have students (85) in the seventh and eighth grades explore and find out information about various careers and occupations available in the world of work. The math, science, and social studies teachers implemented and coordinated the program for the remainder of the school year. Students had opportunities to explore jobs with the materials and resources available so they could begin thinking about possible careers to pursue.

The math-activity worksheets were done as a small-group task. Most students used one class period (45 minutes) to finish. Students used the time left in the period to follow-up inquiries into various occupations using available resources: Coin Career Machine, Encyclopedia of Careers and Vocational Guidance, Occupational Outlook Handbook, Job Readiness Computer Series, and various college and technical school bulletins.

The specific worksheet was not attempted until the appropriate topic unit was taught in the classroom. The Practical Exercises in Applying Knowledge (PEAK) materials were beneficial to the students.

The eighth-grade physical science classes, which consist of about 45 students used three of the PEAK worksheets from the general science lesson plans. "Sound Intensity," "Center of Gravity, Levers," and "Light Refraction" were incorporated into related material that was currently being taught. The worksheets were done individually after class discussion involving career opportunities related to the topic. Each worksheet was done during a 45-minute period. The science teacher hopes to incorporate the two unused worksheet activities into his classes for next year.

The social studies teacher incorporated the Encyclopedia of Careers, Occupational Outlook Handbook, and Job Readiness Computer Series with the students in grades seven and eight.

Students had the opportunity to explore such areas of jobs and careers as job outlook, earnings, training and requirements for different jobs, and projected job outlook.

Some pupils also gave reports in class about jobs in which the Encyclopedia of Careers and Occupational Outlook Handbook were utilized. This assignment presented the students with some important information regarding occupations.

Materials purchased for the program were: Three volumes of the Encyclopedia of Careers and Vocational Guidance, the Job Readiness Computer Series disks, and five PEAK activity worksheets.

## Expected Student Results

The expected results were simply that the students would be exposed to different careers and see how different areas of science may be related to those careers. Students were told about the career reference books so they could read more about any careers they found of interest.

The math teacher expected the students to recognize the connection between their classroom studies and the career topics. They were also to gain an appreciation and insight on the mathematics used in a wide range of occupations.

The social studies teacher expected the students to have a better idea and understanding of certain jobs and professions. This available information would hopefully help pupils to know if they wanted to pursue a certain occupation.

## Who Achieved Results

The math teacher did not compile any data; success was determined by completion of the activity. Some male students asked for more activity worksheets to complete.

The science teacher did not use the worksheets as a part of the students grade. The students did the problems on the worksheets; they were then discussed and the answers were compared in class. The teacher took a general survey of answers right for each problem. Some problems were correct by approximately 90 percent of the students, whereas other problems correct were in the 75 percent range.

The social studies teacher had students discuss and compare answers in class regarding aspects of different jobs and occupations.

## Evaluation

How: In math class credit was given if the student showed all computations and filled out solution tables. In science class evaluations were done by observation of the interest of the students and the results of their answers on the worksheets. The social studies teacher utilized observation in determining the interest of pupils regarding possible occupational and career decisions.

Who: The math teacher evaluated only the students who completed the activity worksheets. The science teacher evaluated the 45 physical science students as a whole. The social studies teacher had seventh- and eighth-grade students working with the Job Readiness Computer Series and also the Encyclopedia of Careers and Occupational Outlook Handbook. The teacher basically used observation to evaluate the pupils.

Summary: The math teacher ascertained that the male students showed more interest and willingness to complete tasks. The teacher needed to assist the female students more often to show the connection between classwork and the activity. There did not seem to be a significant difference in the ability to complete worksheets successfully between the seventh and eighth graders.

The science teacher found PEAK to be beneficial in interesting the students in various careers and showing them how the classroom curriculum is used in various careers. The teacher plans to use the PEAK materials in future lessons.

The social studies teacher noticed that the career materials enlightened some students about possible future career choice. When a pupil began to ascertain the education necessary for a certain job, for example, the person would begin to explore another job in line with his or her interests and abilities.

I felt the overall program was a good start for our seventh-and eighth-grade students to begin exploring and finding out information about different careers and occupations. The teacher's assistance and cooperation was a definite factor in making the program beneficial and worthwhile for the students. The program provides a foundation relating to jobs and careers in the world of work for the benefit of our students.

The faculty, staff, and students of Powhatan Elementary School would like to express our sincere appreciation and thanks for having these materials and resources available to us.

**School 86**

## Program Narrative

Because of incomplete materials ordered, I was unable to implement my plan of action as written. Our district had to order the COPS Self-Interpretation Profile and Guide and because of a change in treasurers, the order was very late in being placed and filled. I was only able to "pilot" the project by using one class (instead of the entire eighth grade).

The COPS Interest Inventory was administered to the students of one health class in May by a guidance counselor. The students were assisted with the inventory and also with the Self-Interpretation Profile and Guide. The students then identified at least two careers of possible interest to them and researched and wrote reports on them. The COPS System (Career Cluster booklets) and the Occupational Outlook Handbook were the main resources used in doing the reports.

At the completion of their project, the students in the class were questioned by the guidance counselor to help determine if the project should continue the following year with the entire eighth grade.

## Expected Student Results

After taking the COPS Interest Inventory and completing the COPS Self-Interpretation Profile and Guide, followed by researching and writing reports on two careers that match well with his/her interests, the students will be able to--

- o Name at least two careers that match well with his/her interests, and
- o Demonstrate knowledge on how to research careers based upon successful completion of the assigned reports.

## Who Achieved Results

All of the students in the "pilot" class (approximately 15) achieved the results (i.e., they all completed the survey, selected the two careers matching their interests, and did the research reports).

## Evaluation

How: Evaluation was based upon completion of the COPS Interest Inventory and finishing of the reports.

Who: Students from one health class (a sample pilot group of about 15 students).

Summary: The results with the "pilot" group were very encouraging. In talking to these students after they had completed the task, they felt the interest inventory and the research on careers had been worthwhile and most, if not all, felt the inventory should be administered to the entire eighth grade this year.

After consultation with the Eastland Career Center, it was agreed that Eastland would purchase the number of replacement COPS Interest Inventory and COPS Self-Interpretation Profiles and Guides necessary to administer the survey to the entire eighth grade class this school year in return for merely having each student write his/her name and the one or two vocational programs offered at Eastland and/or Fairfield Career Centers that most closely matched their career choices.

**School 87**

## Program Narrative

A parent program was offered at West Hill Elementary School for parents of elementary and middle school students. The basic format was based on Dinkmeyer, McKay, Dinkmeyer, Dinkmeyer, and McKay, the Next STEP--Effective Parenting through Problem-Solving. This group met on Wednesdays, 9:30-11:00 a.m. from January 27, 1988, through March 9, 1988. A "reunion" meeting was held on May 18, 1988. Eleven parents participated. Each parent purchased a copy of Effective Parenting.

A career component was incorporated to be discussed at a family meeting. Initially, I planned to use Luther B. Otto's How to Help Your Child Choose a Career. This material was not utilized since its target audience is the parents of high school students.

The career component focused on the career days held at West Hill and North Street Schools. Persons representing the following professions gave presentations about veterinary medicine, nursing, pharmacy, secretarial, automotive-mechanical, florists, ministry, law, law enforcement (police and private detective), radio broadcasting, veal farming, and dentistry.

Career day was the focus of discussion for one family meeting. Career awareness is the objective for both child and parent. The presenters were excellent in emphasizing the importance of school attendance, mathematics, reading, and writing skills for all careers.

## Expected Student Results

1. Parents role-played family situations in order to improve their listening skills and methods of the encouragement in relating to his/her child. The parents verbalized that they had gained self-confidence about their parenting skills.
2. The parents reported weekly on interaction with children. Parents were enthusiastic about the support of other parents in group during their role play of situations employing refined listening skills.
3. The parents discussed their experience in world of work with their child. The children listed several career considerations. The parent reported results of discussion with children at the NEXT STEP parent meetings.

## Who Achieved Results

Parents reported verbally to the Next STEP parent group and to the guidance counselor on an individual basis. A formal written evaluation was not administered.

Each parent reported experiencing frustration in initially establishing the family meeting. However, once established, the reported results were positive. The consensus was that each family would continue "the family meeting" to discuss issues pertinent to family members.

Parents reported increased awareness on the part of their children regarding career options.

## Evaluation

How: The evaluation was subjective. Verbal feedback was obtained from each parent on the effectiveness of new parenting techniques with their children. Each parent verbalized three ways in which he/she gained skills from the parenting group.

Who: The parent was "evaluated" by the guidance counselor's observation of parents' increased self-confidence in his/her ability as an effective parent.

Summary: Parents need encouragement in their ability to parent. Parents are eager to learn new techniques and in constant need of assurance. Although our target audience was small, the enthusiasm was great. I have been stopped on the street and in the grocery store for informal reports. The idea of a family meeting is easier than the actual implementation thereof. Parents reported increased career awareness on the part of their children.

I purchased a set of E-WOW folders and JOB-O dictionaries at the career guidance conference. The E-WOW assessments were administered to six eighth-grade D.H. students and 25 fifth graders.

I will continue to use the E-WOW material for D.H. students instead of the Ohio Interest Survey (O.I.S.). The simplified format of the E-WOW folders and the JOB-O dictionary was excellent for both D.H. students and fifth graders. In order to increase the career awareness of the fifth graders, we will order E-WOW material for the entire class for 1988-89.

The career-guidance conference expanded my awareness of the excellent materials available for students, staff, and parents on career awareness. I appreciated the opportunity to attend the conference.

## School 89

### Program Narrative

I used the Career Planning System (Conover Company) computer system in conjunction with local businessmen to initiate a career program at Rock Hill Middle School.

The program lasted for four months. Guest speakers were brought in twice a month to speak about their profession. These included a veterinarian, dentist, dental hygienist, nurse, school teacher, newspaper personnel, truck drive, and McDonald's employee. Each of these presentations were videotaped for further use. I intend to have a video library and resource center for the students in the future.

The eighth-grade students were the only students to use this program. They used the CPS to research careers that they were interested in. Next year I will involve the seventh and eighth-grade student and extend the time to 6 months.

### Expected Student Results

I expected students to learn about personal interests.

I wanted the students, through the use of the CPS and guest speakers, to research at least three occupations that they might be interested in. Once these three occupations were researched, I expected them to relate what educational preparation was needed for each job.

The result I wanted to attain is that students see the value of work and the need to become a contributing member of society.

In doing this I don't think the results can be measured from a one year study accurately.

## Who Achieved Results

The program was shortened this year to 4 months and only for eighth-grade students (140). Attendance to the presentations wasn't mandatory. Attendance averaged about 99 percent of students that were present that day.

Work on the COPS system was voluntary and because of limited amount of computers, no figures were kept on percent using programs.

## Evaluation

How: Workbooks were used somewhat, but for the most part completed tasks and observation was the mainframe for our evaluation team.

Who: The students were evaluated by the principal and teacher's committee. The speakers were evaluated by the students, and as I mentioned earlier, the entire program was evaluated monthly.

Summary: The program was successful to a degree. I'm sure if it had been a yearlong program I would have been able to judge its effectiveness more thoroughly.

In the future I plan to try to supplement my program with a resource center with possibly a paraprofessional on full-time duty to serve the needs of our children.

In the resource center, I can keep a video library of all our guest speakers and also our CPS system will be in operation with several terminals and the most up-to-date career information.

I also intend to administer the Kuder Interest Inventory to all eighth graders next year. With these additions and follow-up by the high school, I feel the program will help the students meet the challenge of the world of work.

**School 90**

## Program Narrative

During the past school year (1987-88), as many of the approximately 200 seventh-grade students in the school participated in a career-interest program. A few eighth-and ninth-grade students were asked to participate also. Students were allowed to leave a study hall and spend approximately 45 minutes to work with the CPS-101 program. In some instances and if time permitted, some students could explore more than one career choice. After an explanation of the program to each student, the student followed the directions of the CPS-101 program. Before leaving the 45-minute session, each student was asked to fill out a questionnaire pertaining to the program.

A follow-up evaluation of the questionnaire indicated that the career program was very successful and well worth the time and effort.

### Expected Student Results

It was expected that student interest and cooperation would be at a high level. Many different types of students participated, both high and low motivated, special education, and average functioning. Results were very encouraging.

### Who Achieved Results

It would be felt that approved results reached a 95 percent level. Success was formally based by the use of a questionnaire.

### Evaluation

How: The CPS-101 workbook was used along with on-site developed questionnaire.

Who: Mostly seventh grade, but a small number of eighth and ninth graders were also evaluated.

Summary: In short, the summer workshop and the CPS-101 program helped and will continue to help students with making career choices. There were really no complaints by students who participated. The only major concern was that of material availability. Many disk drives were needed in order to make the complete program totally effective.

## School 91

### Program Narrative

Since my responsibilities as assistant principal at Rosemore Junior High School center more on helping students resolve their behavioral and attitudinal problems than on career guidance, I submitted my plan of action at the end of the Career Guidance Conference in June, 1987, with the activity designed to interface and correspond with the responsibilities of my position. Many of the excess materials related to career planning and employment-related education were passed along to our guidance department and occupational work adjustment program, where they were appropriately and effectively utilized.

My specific plan of action was to work with all seventh-and eighth-grade students throughout the first semester of school, who had been sent to my office for disciplinary reasons. The goal was to help these students develop respect for themselves and others as well as respect of school rules, so that their future time would be better spent in the classroom rather than my office.

Each seventh- and eighth-grade student that was sent to me due to infractions of school rules was counseled regarding his or her misbehaviors. (Not included in my count are the very minor cases that could have been easily resolved at the teacher level--for example, chewing gun in class, no pencil, etc.) If in my judgment it appeared that a student was clearly concerned about his/her misbehavior and seemed sincere in our conference about adjusting a particular bad habit, e.g., tardiness--then no further consequence was issued and that case is not included in my plan of action.

Students returning to my office twice for the same misbehavior were required to report after school to view a filmstrip (ordered from Learning Tree Publishing) related to their misbehavior (e.g., truancy, disrespect, fighting, bullying, etc.). The third, fourth, and fifth incidence of the same misbehavior would require the student to report after school and respond to a three-tiered programmed set of questions (Intervention: HBJ) which focus on the student's behavior. In some situations, repeated violations would result in suspension from school. The whole thrust, however, was to get students to focus on the materials and resources to see what they were doing, to guide them toward finding their own resolutions to their problems, to help them develop into responsible students at school.

## Expected Student Results

My estimation was that during the first semester of school I would see 100 different seventh graders and 100 different eighth-grade students in disciplinary conferences. I expected that 50 percent of these students (100 of the 200 total) would not be sent again to my office for the same misbehavior throughout the semester. I further supposed that 25 percent of the students (50) would not be sent to me more than the second time for the same offense; that 10 percent (20 students) would not see me more than the third time; that 10 percent (20 students) would not see me more than the fourth time; that 5 percent (10 students) would see me no more than five times. (This extreme would have exhausted all planned remedies aimed at changing the student's attitude/behavior and helping that student remain in the school setting).

The actual results were that 32 seventh graders total (11.6% of 276) and 44 eighth graders total (18.3% of 240) were sent to me for disciplinary reasons which resulted in the intervention strategies discussed in my plan of action. (Six other cases resulted in immediate suspensions because of gross disrespect to staff or unprovoked assaults on other students.) The analysis of these numbers can be seen in the following table:

| # Of Times Reported For Same Offense | # of Students Reported/ (% of Students at That Grade Level) |  | Consequences |
|---|---|---|---|
|  | 7th Grade | 8th Grade |  |
| 1 | 32 (11.6%) | 44 (18.3%) | Explanation of rules broken; verbal warning |
| 2 | 14 (5.1%) | 32 (13.3%) | Student observes filmstrip related to misbehavior (Learning Tree Publishing) |
| 3 | 10 (3.6%) | 21 (8.8%) | Student writes responses to 10 tier-1 questions related to the particular misbehavior (Intervention: HBJ) |

|  |  |  |  |
|---|---|---|---|
| 4 | 3 (1.1%) | 9 (3.8%) | Student writes responses to tier-2 questions related to the particular misbehavior (Intervention: HBJ) |
| 5 | 0 | 4 (1.7%) | Student writes responses to tier-3 questions related to the particular misbehavior (Intervention: HBJ) |
| 6 | 0 | 2 (.8%) | Suspension from school for insubordination |

## Who Achieved Results

The data reported in the Expected Student Results section would indicate that the counseling and intervention techniques used were successful for all 32 seventh graders and 42 of the 44 eighth graders involved. This is a 97 percent success rate. Success was determined by how many students changed their attitudes/behavior so that they could remain in school.

At both levels (seventh and eighth) there were fewer students initially reported for misbehaviors than I projected (76 rather than 200). At both levels there were fewer repetitions of the misbehaviors than expected (18% rather than 50% repetition the second time; 12% rather than 25% repetition the third time; 5% rather than 10% repetition the fourth time, etc.). These facts would suggest that our school had a more cooperative student body than we anticipated, and that the intervention strategies and use of the counseling materials and resources were successful in preventing a higher number of repetitions of the same misbehaviors...see table of numbers and percentages under Expected Student Results.

## Evaluation

How: I evaluated primarily through observations of the students, by having conferences with those sent to my office, and by listening to their logic and explanation of their behavior.

These observations and conferences occurred before and after each student viewed the filmstrips (Learning Tree Publications) related to his/her misbehavior; they occurred before and after each student wrote responses to the Tier-1, Tier-2, or Tier-3 programmed questions (Intervention: HBJ) related to the student's problems (e.g., truancy, tardiness, disrespect, bullying, and so forth).

Who: My evaluations were focused on each seventh- and eighth-grade student who was sent to my office for disciplinary reasons. As discussed in my plan of action, only the extremely minor offenses (chewing gum, no books or supplies, etc.) or the extremely major offenses (physical assault, gross disrespect to a staff member, and so forth) were excluded from my case evaluations--I was looking for compliance from students regarding the most frequently reported violations of school rules of significance for the junior high school level.

Summary: After collecting data relevant to my plan of action, it could be emphatically stated that the seventh- and eighth-grade students clearly did not violate school rules to the percentage which I initially "guesstimated"--14.7 percent rather than 38.7 percent committed at least one infraction of school rules during the first semester. My study also shows that the seventh-grade students committed fewer violations and improved at a faster rate than the eighth-grade students. For the seventh graders the initial conference, explanation of rules, and verbal warning reduced by 50 percent the number of students committing second violations of the same rule. Yet for the eighth graders it took three conferences and greater involvement with the resources and materials--one filmstrip after school, and subsequent completion of the Tier-1 questions after school--to reduce the number of violations to the number equivalent to the seventh graders.

Another interesting finding was that from a study body of 516 students, only four (all eighth graders) were required to go completely through the full plan of action (two of the four were subsequently suspended from school for insubordination). Another way of reading the facts would be to say that only .34 percent of our junior high students could not change their attitude/behavior after considerable involvement with guidance resources and materials to the degree necessary to allow them to remain in the school setting.

And finally, perhaps the assumption could be made that in most junior high schools the eighth-grade students will typically violate the rules more often than their seventh-grade counterparts--the nature of the beast, familiarity breeds contempt, stronger desire to become independent, and so forth. To test this assumption a plan of action such as this one would need to be similarly run for several more years to come...this poses an inviting challenge to me.

School 92

## Program Narrative

The primary objective of the program I chose concerned giving students the opportunity to refine their skills in decision making, test-taking, self-understanding and selection of career choices with the ultimate "down-the-road" goal of enabling them to develop into self-actualizing and effective adult citizens in our society.

I had selected computer programs in the areas of choices and goals, study skills, career choices, self-exploration, and test-taking skills. Along with the computer software, I purchased resource materials for the students to use in completing their career research. The computer programs all offered printouts for the students and these were used as the basis to search out information and career selections. A computer and printer were located in the counselor suite which provided assistance to the students when working with the various programs. A special career portfolio file was used for each student's printed materials and worksheets. These were keep on file in the counselor's office and were returned to the students at the end of the year.

Students were assigned computer time during their study hall time. This presented problems for some of the seventh grade students because so few of them have an assigned study time. Some of these students would use the computer during their lunch time. Most eighth-grade students have a study hall period, so fewer problems were encountered there. It took an average of three or four sessions to complete the computer battery if all programs were used. Then another one to two sessions for research and interpretation.

The materials used in the software areas were Test-Taking Made Easy, The Self-Exploration Series which includes disks titled "Who Am I?", "Career Exploration", and "Study Skills", and the interest survey "Choices and Goals." Reference materials used included Occupational Outlook Handbook, the Encyclopedia of Careers, Connections: School and Work Transitions, Corridors to Careers, the College Handbook, the Encyclopedia of Careers and Vocational Guidance and How to Help Your Child Choose a Career.

## Expected Student Results

Originally I had planned to primarily concentrate on test-taking, study skills, and self-exploration with the seventh-grade students, having some limited introduction into career exploration also. For the eighth-grade students I had planned to use the career interest survey and career search with more concentration on future plans and preparations needed to accomplish career choices. However, after a few sessions it became apparent that the concerns and needs of the two grade levels were not necessarily as I had determined them; therefore, the whole battery was offered to both grade levels if they desired it.

I had expected that study skills and test-taking skills would improve for the majority of students completing the program. Furthermore, their awareness of careers, job descriptions, and knowledge of requirements needed for various occupations would be enhanced.

## Who Achieved Results

We have a "Bet R Grades R Us" honor roll designed for those students who improve in at least one subject area and go down in none. This honor roll is to give incentive and recognition to those students who would probably not qualify for the "academic" honor roll. Records were kept for each grading period and the following results show an improvement for each grading period.

Seventh Grade:

First grading period--12 out of 203 (5 percent) made this honor roll
Second grading period--18 of 203 (8 percent) made this honor roll
Third grading period--27 of 204 (13 percent) made this honor roll

Eighth Grade:

First grading period--10 out of 225 (4 percent) made this honor roll
Second grading period--12 of 222 (5 percent) made this honor roll
Third grading period--18 of 224 (8 percent) made this honor roll

It is impossible to truly determine or evaluate the success of the career programs until these students are nearer the time when choices and selections are pertinent, although discussion of the worksheets did indicate a knowledge in these areas.

## Evaluation

How: The information on class marks for those students involved with the test-taking and study skills were checked for each grading period and the percentage of improvement was determined. The worksheets for career search and planning were reviewed and discussed with the students as they completed them.

Who: All students who worked on the computer programs.

Summary: The numbers shown on the "Bet R Grades R Us" honor roll indicate a continued improvement for both grades seven and eight. I would be inclined to deduce that this came about because of the knowledge and skills which these students gathered while working with the computer program disks concerning these areas.

The only measurement which I felt could be used to evaluate career choices was a subjective one involving a discussion with the students, examination of worksheets, and questioning information which had been gathered. The true evaluation of the success in this area won't really be shown for a few more years when these students are actually involved with making career decisions.

My personal feeling is that the program was successful. The student reservation sheet was necessary because of the popularity of the program. Usually the sheet was full for each week.

I appreciate having had the opportunity to be a participant in the Junior High Career Guidance Conference last year. Without the assistance received on purchasing materials, we would not have been able to introduce the program and the students would have been the losers.

**School 93**

## Program Narrative

In October the COPS Interest Inventory was administered by the guidance counselor to all students during their American history classes. This was followed by individual student sessions with the guidance counselor to plot profiles of the inventory and to distribute the booklets to students in order that they could make their results available to their parents.

Parent-teacher conferences on February 11 and 12 were used to discuss the results of the inventory with interested parents.

Students were scheduled to view career profiles in computer classes during the school year.

An educational field trip was taken to give hands-on experience to students. JVS Career Center, Belmont Technical College, and the Belmont Campus of Ohio University were visited on February 16, 1988.

The faculty worked together to develop a very successful career day program which was presented to the students on March 25, 1988.

Group sessions were held in American history classes to give a final review of the program in May.

## Who Achieved Results

1. All students learned to take a group test on career choices (100 percent).
2. Most of the areas in which students had greatest interest were explored in some manner during the school year (approximately 90 percent).
3. All students received the results of the COPS Inventory to be given to their parents (100 percent).
4. It would be difficult to judge just how familiar the students would become with the work world as a result of reviewing the 14 clusters in the COPS.
5. A scheduling problem developed in the computer program to enable students to make decisions concerning interest areas in the work world. No results were accomplished in this phase of the program (0 percent).
6. Students were given the opportunity to observe both students and workers in the work world. This was accomplished by the educational field trip and the career day program (100 percent).

## Evaluation

How: (1) Workbooks--COPS self-interpretation profile and guide; (2) Assignments/essays written in English classes after the educational field trip and career day program; (3) Tests and completed tasks--COPS Interest Inventory; (4) Observations--individual conferences with students and parent/teacher conferences.

Who: School staff, parents, JVS career staff, Belmont Technical College, Belmont Campus of Ohio University; participants in career day programs, COPS Interest Inventory program, students.

Summary:

1. The COPS Interest Inventory was given to all students. This inventory seemed to be very difficult for our students to understand. Because of this difficulty, many of the students indicated a lack of interest in many areas that other factors indicated should be of interest to them.
2. Students were given opportunities to learn about career choices in which they had the greatest interest. This phase was partially successful by using the career day program and educational field trip. More use of class time could have made this part much more effective.
3. Parents were informed of the results of the COPS Interest Inventory scores of their children. Parent-teacher conferences were used to give the parents a chance to ask questions about the results. There was very little response from the parents at the conferences.
4. Students became more familiar with areas of the work world by reviewing the 14 clusters of the COPS Interest Inventory. This was accomplished by individual student conferences and group work sessions. Many students had difficulty in this area because of low interest scores.

5. The use of the computer software lab to assist students in making decisions concerning interest areas in the work world encountered many snags. Because of technical and scheduling problems this area had no significant results. These were the only materials purchased for the plan of action.
6. The work world was observed by students through an educational field trip and a career day program. This was the most successful part of the plan of action. We expect to expand and improve this area in the 1988-89 school year.

**School 95**

## Program Narrative

Three classes of approximately 30 sixth-grade students were asked to be involved in the career-exploration program. Each student was asked to make a list of 25 things they liked to do (interests). With the help of the teacher and counselor, the students then listed three academic areas in which they felt most successful (aptitudes and abilities).

Next, students thought about the type of jobs they would like to have. Would their choice use their skills of talking to people and dealing directly with people (people occupations); would they like jobs working with tools and working with their hands (thing occupations); or do they want to work independently with information and data (data occupations)?

Using the above information, they began to explore occupations by using the Children's Dictionary of Occupations, the Occupational Outlook Handbook, Career Finder (a computer-assisted informational program), and library resource materials, occupational books, magazines, and information gathered by the librarian. Finally, the students were able to identify at least ten occupations that would meet their needs, interests, skills, and aptitudes. They (the students) were asked to choose three occupations and do further exploration and written reports on their ideal career.

## Expected Student Results

1. Each student will be able to identify at least three new careers of which they had little knowledge before this unit began.
2. Each student will be able to state three likes and dislikes (interests).
3. Each student will be able to identify two of their major strengths (skills).
4. Each student will be able to tell about a career of his or her choice.

## Who Achieved Results

When asked orally:
1. Eighty-seven of the 90 students were able to give titles of careers they did not know about before this unit began (87/90--96.6 percent).
2. Sixty of the 90 students were to state three job-related interests (60/90--66.6 percent).
3. Fifth-five of the 90 students were able to relate two of their major strengths (55/90--61.1 percent).

4. Ninety of the 90 students were able to tell about a career of their choice (90/90--100 percent).

## Evaluation

How: Completion of a written report on the student's chosen ideal career was the basis of our evaluation.

Who: All sixth-grade students who participated were evaluated on their written report.

Summary: This project helped the students learn about occupations and how their interests and values relate to them. Almost all the students gained knowledge and information on growing careers, and all felt they had learned a great deal.

Although we did not get the community-resource persons involved (due to a time factor), I feel that a follow-up program with guest speakers, filmstrips, and field trips would be of considerable value.

**School 96**

## Program Narrative

Two weeks were taken out of the general music class each of the first two nine weeks. Two classes were taught each nine weeks for a total of four classes. A total of 152 eighth-grade students were reached.

Each class was started with the video "Working" to set the tone for the class. This was excellent because the students could relate with adults they knew.

The Connections program was then used along with the lessons. They learned what job skills were; goals, positive work attitudes, and cooperation were shown to also be most important.

One thing that opened their eyes was that what we are teaching them in school to be successful is what they need on the job to be successful.

They then took the Harrington O'Shea interest inventory.

They then used the OOH and COPS to look for jobs and interest areas. Our principal and assistant principal visited the class on these days to help assist and answer questions.

An evaluation questionnaire was used at the end to ask if this class was useful.

The results were great. Ninety-six percent of the students said it was useful. I felt good about the class. The career day was not accomplished, but is scheduled and on the calendar for next year.

## Expected Student Results

All of the expected student results were reached except we did not use guest speakers in expected results #1--the goal was met though. Here is a list of results.

1. The students will recognize that schooling is necessary for future careers.
2. The students will be able to identify personal/occupational interests and talents by completing an interest inventory.
3. The students will be able to identify job values which may affect career choices.
4. The students will be able to identify job qualities and skills that employees often seek in job applicants by means of a career day and thus learning that the same habits and behaviors taught in school are the ones needed on the job (values)--no career day, but goals were achieved.
5. The students will be able to demonstrate an understanding and appreciation of their own skills, interests, and attitudes by taking the interest inventory and writing a career plan.
6. The students will be able to identify school subjects which may help develop skills, knowledge, and training needed in specific jobs and start a high school plan to meet their needs or goals.
7. The students will be able to identify two community or school sources of career information.

## Who Achieved Results

Ninety-six percent showed that they achieved the results described earlier by means of writing a high school plan and a career plan. The career plan was to include job values and things needed for success on the job. For the most part, the four percent who did not achieve the results did not hand in a career plan.

The other reports showed that they listened in class because they included things talked about and I could tell they were using them to form a plan.

## Evaluation

How: Worksheets, written career plan, personal interview, interest inventory, class participation, questions asked, no letter grade was given or outside assignments except for the career plan was given.

Who: All eighth-grade students.

Summary: I was cautioned about trying to do more than I should when starting a program. I did not plan the career day because I wanted to make sure I had community support first. I have the support, so one is planned for this year.

The year went very well. All of the target students were reached before they had to sign up for freshman classes and start to form a high school plan.

Many students were in the dark when we talked about qualifications, budgets, and employee/employer relations.

The students learned and I learned. Next year more emphasis will be placed on job values and qualifications.

It went well. Staff were pleased, my principal was pleased, I was pleased, and the students were grateful.

Thank you for the resources and making it possible to start this unit in our school.

**School 97**

## Program Narrative

We taught a career unit to our eighth-grade students in social studies class. We taught eight consecutive days.

### Days 1 and 2

We used the materials from Career Information in the Classroom written by the National Center for Research in Vocational Education. We used the outline, approach and the overhead transparencies to define career, to stress that deciding on careers is a lifelong process, to discuss the career development model, self-concept and personal characteristics.

### Day 3

We continued discussions on self-concept and the students listed job values important to them.

### Day 4

We discussed what an employer wants from an employee when hired.

### Day 5

We used the videotape, "Working" made by Metropolitan Insurance Company. This shows the first contact a person has with his/her employer and shows how some top people in their fields had to start out in entry-level jobs.

### Days 5 and 6

We administered the Harrington-O'Shea Career Decision Making System. This either confirms what he/she thinks or opens new career possibilities to the student.

### Days 7 and 8

We taught the use of the Occupational Outlook Handbook. The student then uses the handbook to explore at least two occupations of interest to him/her. The student will also interview a working adult about his/her job.

## Expected Student Results

1. The student will understand the definition of career. Two points of emphasis are a career is a lifelong process that includes all facets of life; and, one's career encompasses more than one's occupation.
2. The student will consider the term self-concept and list the items he/she considers when forming his/her self concept.
3. The student will identify his/her personal strengths, personal limitations, social relationships, coping strategies, and interests, which combine with his/her skills and abilities to form his/her self-concept.
4. Demonstrate an understanding and appreciation of his/her own skills, interests, and attitudes.
5. The student will identify job values which may affect his/her career choice.
6. The students will identify character and personality traits that employers often seek in their employees.
7. The students will demonstrate a knowledge of the world of work, especially the role of the following factors: work conditions, social, economics, psychological, structure, work benefits and restrictions, and change and its effects.
8. Students will demonstrate the effective use of the Occupational Outlook Handbook.
9. The student will identify three career clusters using the Harrington-O'Shea Career Decision Making System.
10. The student will choose two careers of interest and list the nature of the work, working conditions, training, job outlook and earnings for the two careers using the Occupational Outlook Handbook.
11. The student will recognize that education is necessary for future career opportunities.
12. (Hidden agenda)--The student will get to know that the guy (Mr. Sabin) in counselor's corner is concerned about the student's future and will help if needed.

## Expected Counselor Results

1. The counselor will get to understand the eighth-grade students in all the areas of discussion in class.
2. The counselor will observe classroom behaviors of students which will be helpful in discussions with teachers and parents.
3. The counselor will practice group prevention counseling which better utilizes counselor time.

## Who Achieved Results

All the students were on different levels of maturity in their career education and exploration. Every student completed the five worksheets and the Harrington O'Shea Career Decision Making Interest Survey, used the Occupational Outlook Handbook to explore a career, completed an interview with a working adult, and will hear four speakers of the student's choice on career day.

We have looked at all of the above and observed the students' behaviors and attitudes toward careers in the classroom and when we schedule for the ninth grade. The language arts essay is also a good indicator of our success.

This class is the first exposure to a formal exploration of careers. The above date shows we have achieved the desired whole picture of careers and need to work on the parts.

## Evaluation

How:
1. Observations of class discussions.
2. Worksheets--five completed.
3. Harrington-O'Shea Career Decision Making System, which is kept to give to ninth-grade counselors for their career unit.
4. Each student will write an essay in language arts class discussing results of the unit, review the interest inventory and their plan for high school and post high school.

Who: All the eighth-grade students are evaluated.

Summary:

1. The students are just beginning to understand that they are unique individuals and why they are.
2. The students are beginning to relate their own abilities to career planning.
3. Many students have not explored the world of work, consequently they don't have a good mental picture of many of the career clusters (especially the entertainment field).
4. Many students are unclear about entrance requirements for post high school education.
5. The eighth-grade students are at many different levels of maturity in their career exploration.
6. The students are just beginning to understand the relationship between work and individual needs.

**School 98**

## Program Narrative

A career week was set aside in history class. Both the counselor and the social studies teacher conducted the program. Grades were taken as part of the student's history grade. Students looked at the MAT scores, grades, interest, ability. The decision-making process was used while looking at and using MAT profile, report cards, JOB-O Interest Survey, JOB-O Dictionary, Occupational Outlook Handbook.

A career day was held after the career week. Speakers were brought in for different careers, students chose two areas of interest.

## Expected Student Results

1. Students research at least one career.
2. Chose a speaker for career day.
3. Made decisions about high school courses.
4. Planned a course schedule in the following three weeks after career day.

## Who Achieved Results

Observation and tabulation (205 students)
- 200 completed JOB-O Interest Survey
- 205 students chose a career day speaker
- 205 students completed ninth-grade schedule
- 50 students completed extra credit interview

## Evaluation

How: Observations, completed tasks, assignments, tabulation.

Who: All eighth-grade students.

Summary: An appropriate number of students completed successfully the assigned tasks.

**School 100**

## Program Narrative

The Ohio Career World was used by the reading students in the seventh and eighth grade (a total of 45 students). The teacher incorporated the magazine in her career exploration for seventh and eighth graders. One teacher is responsible for the majority of classes taken by seventh and eighth graders.

When I used JOB-O with the eighth grade, the Ohio Career World served as resource material as well as the Dictionary of Occupational Titles, Guide to Occupational Exploration, and the Occupational Outlook Handbook. From this the students used the information to develop their HSCCP folders and in selecting courses for the ninth grade. Twenty-three students were in the eighth grade this year.

One of the most rewarding uses of the materials obtained at the summer workshop was a presentation to the PTA. All the materials were on display and a briefing was introduced to the parents. Using Dr. Otto's book, How to Help Your Child Choose a Career as a starting point, I involved the parents in a brief questionnaire as to the opportunities in the future for their children. The responses from the 25 parents present were positive. Several parents asked to read the materials. This was at the November meeting.

The eager sixth graders responded well to JOB-O. This presentation was interrupted by family illness. However, the students kept asking when we would finish. It was successfully completed in May after beginning in early April.

## Expected Student Results

Students' results were achieved and then some. The sixth-grade teacher and I worked with the students. The students waited for the final session until I could be present. Many questions were asked and several of the students could relate the necessity of doing well in certain subject areas to enter the career or job of their choice.

The Ohio Career World was read from cover to cover by the reading classes. Mrs. Richmond lead discussions with the classes. The students were very responsive and inquisitive when I spent several days in the classes.

The eighth-grade students each have a HSCCP to follow them during their high school years. It is very interesting to note that only two students signed up for general math in ninth grade while 18 have signed up for Algebra I.

### Who Achieved Results

Due to the small classes, I did not collect data. The students using JOB-O results in completing the form and asking questions about careers of which they had little or no knowledge. The fact that they were eager to finish the form supported their interest in learning about careers.

### Evaluation

How: The eighth-grade students were evaluated by submitting a brief description of three careers of interest to them. The completed JOB-Os were reviewed to check for errors in math as well as to learn of each student's interests.

Who: I, the counselor, evaluated the JOB-O while the reading teacher had quizzes to go with the Ohio Career World.

Summary: The students at Vanlue have little knowledge of the many careers and jobs available outside of their little world of Vanlue and surrounding area.

Watching the students earnestly answer JOB-O as well as asking questions and seeking more information about specific jobs supported the use of the materials.

More career information will be presented to the middle school students as well as continuation of the process begun (HSCCP).

## School 101

### Program Narrative

I worked with one Ohio history teacher and his students.

We started the career unit in October instead of waiting until January or February. The timelines were from October until January.

We used filmstrips, career cluster units, speakers, and interest tests. We had the counselors from the high schools come over and spend time in the classrooms with the students.

### Who Achieved Results

About 70 percent of the students in Mr. Seidner's class were well-informed on careers and were very enthusiastic about most of the activities. Around 20 percent were fairly knowledgeable and 10 percent didn't really show much interest at all.

I feel that we were quite successful in the things we did and will do the same next fall.

## Evaluation

How: Used workbooks, assignment sheets with questions on careers, COPS test, and by just asking questions in class.

Who: Mr. Seidner's class (eighth-grade Ohio history) 158 students.

Summary: I felt that since Mr. Seidner's students were better informed than the other Ohio history teacher's students and were much more assured of what courses they wanted in high school, this proved the program was worthwhile.

School 102

## Program Narrative

In December and January of this past school year, all eighth graders were given the COPS (Career Occupational Preference System) in their reading class. From the results of this survey, each student made a profile of his or her areas of interest. Two copies were made of this profile (the student kept one and the other was sent to the high school counselor for future reference). To evaluate, each student was required to complete pages 11, 12, and 13 of the Career Planning section. These were collected and recorded as a homework grade by the reading teacher. Many positive statements were shared with teachers, counselors, and administrators from students on how COPS helped them start to think about their future career.

In place of the Vocational Compact Video (which will be shown at the beginning of the 10th grade), the five middle school counselors helped to produce an "Interview" video to be shown to all students.

Their video showed pros and cons of having a good or bad interview for a prospective job. A pre-test and post-test was given. Students did not receive this as well as we would have liked, but our post-test showed they did learn from this video.

## Expected Student Results

Two major ideals were expected.

1. Each student would start to think about what vocational fields they may be interested in: (a) what skills and tasks are involved in obtaining work in this profession; (b) what courses and training or education is needed; and (c) where employment is found and outlook for pay, and so forth.
2. How to interview for a job.

## Who Achieved Results

Of our 232 eighth graders, approximately 18 did not complete the homework pages in COPS. The majority who completed the career planning pages did so in detail. Each student received up to 10 points on their homework assignment (pages 11-13 of COPS).

On the ten question pre-test a combined composite score of 65.3 percent was obtained. The post-test (the same test given again after the video) showed a combined composite of 83.6 percent.

## Evaluation

How: (1) COPS profile and guide, pp. 11-13; (2) ten questions composed by four middle school counselors.

Who: All eighth-grade students.

Summary: The majority of our eighth graders had thought very little of what careers they may be interested in and or capable of doing. COPS helped them to start considering what is out there and how they can fit in.

The job interview showed just how important a first impression is and how important it is to prepare for a job interview.

Changes I need to make in the future to help our students:

1. Obtain funds to continue with COPS.
2. Have a career day or week.

**School 103**

## Program Narrative

This project was done to aid eighth-grade students in making wise career decisions and to assist them in researching and collecting career data.

Eighth-grade students were involved in this project and it took approximately a week to complete this activity.

We used many of the materials that were obtained from the summer workshops.

Students used mainly the Dictionary of Occupational Titles and the Occupational Outlook Handbook.

## Expected Student Results

I had the students list as many different occupations as they could in the time allowed. The lists were combined and one list was made from the 40 eighth graders that participated.

The students had to choose two career fields and research them using the many materials that I had received.

I had the students use the following questions in their research.
1. The name of my first and second career field
2. Working hours
3. Salary range
4. The duties and responsibilities of this career

5. The educational and training requirements for this career
6. What things do you think you would like about this career
7. What is there about this career that you think you might not like
8. The working environment
9. What were the sources of information used

## Who Achieved Results

I believe that most of the eighth-grade students achieved the goal of finding out more about two different career fields. They worked very hard on this project and most of them found it to be very interesting.

I think the biggest factor on why they enjoyed it so much was that I allowed them to research careers they were interested in and not just assigning them careers.

Even some of the students that never really take part in anything really enjoyed working on this project.

## Evaluation

How: I evaluated the students by talking to them individually and in groups. I also had them write what the assignment meant to them. The majority enjoyed this project very much. They thought it was very interesting and worthwhile.

Who: The eighth grade class of approximately 40 was evaluated.

### School 104

## Program Narrative

The project that I chose at the career workshop last summer gave the students at West Branch Junior High School the opportunity for self-exploration of individual interests, values, and aptitudes. Other skill development in the areas of study skills and decision-making skills were also addressed.

In the seventh grade all students (approximately 215) indicated choices on the computer program "Choices and Goals." This program provided a printout for the students that was then the basis for an individual conference with the guidance counselor. Students were asked to complete two worksheets that have been placed in their guidance file for future reference. Additional career exploration materials ("Career Information Center", Glencoe Publishing; Occupational Outlook Handbook; Children's Dictionary of Occupational Titles) were available for more information for the student in the school's library.

In the eighth grade, students were provided with additional methods of continuing a search for career possibilities. In the fall of 1987, these students completed the Differential Aptitude Test. Explanation sheets were distributed to each student with individual results detailed. At this time, students were given the opportunity for further investigation of various careers through utilization of the COIN program which can be accessed through our county education office. These students also had access to the career materials in the library.

Through the school newsletter, parents were also provided access to career materials. The following books, Career Development Needs of Thirteen Year Olds, Roger Asbrey; How to Help Your Child Choose a Career, Luther Otto; and Homework Helpers, Joan Kuepper; were available for check-out in the library. Also, materials were on display for parents during the annual open house.

## Expected Student Results

When given this opportunity to improve our career awareness program at West Branch Junior High, I was looking for a way to complement our past efforts with new and current information. With the materials purchased last summer, this transition was made smoothly.

Specifically, all seventh graders were scheduled a time to complete the survey, "Choices and Goals", during the school year. After a session with the counselor, each student was asked to complete worksheets that would allow the student to further explore the individual information that the program provided.

All eighth graders were scheduled to complete the DAT and were involved in a group session of an explanation of the results. The COIN program was explained at this time and students were given as many opportunities as requested to explore these files of information.

Available to both grade levels throughout the year was a continuous means of improving study skills through materials that were purchased through this program.

The enhancement of both career awareness and study skills was achieved through the utilization of materials that were available to our students because of this workshop.

## Who Achieved Results

All seventh-grade students (215) completed the interest survey, "Choices and Goals." Approximately two-thirds of the students returned the worksheets that each student was asked to complete for the career file. Success was achieved according to the numbers completed. But, more importantly but less accountable, was the enthusiasm displayed by the students when presented with the results. The comments of "Yes, I'm just like that!" or "I didn't realize that about myself" revealed more success than actual numbers can.

All eighth-grade students (210) completed the Differential Aptitude Test in the fall. Eighty (80) students requested additional information on specific careers. This number is slightly smaller than desired but can be attributed to the fact that this class had access to the COIN program last school year.

To truly determine the success of these programs cannot be done on a short-term basis. But, if student interest and involvement are valid indicators, our program is reaching that goal.

### Evaluation

How: A student checklist enabled the guidance office to keep a current list of which students had completed each task and the numbers involved.

Who: All seventh graders completed the program "Choices and Goals." All eighth graders completed the Differential Aptitude Test. Other data came from those who completed additional tasks as indicated under expected student results.

Summary: The information and materials that I gained through participation in this workshop has been very beneficial to me personally and to the students at this school. I have enjoyed initiating this new programming to the students and look forward to continuing these efforts in the future. Student reaction to these tasks has been positive--the interest in these areas is quite evident.

## School 105

### Program Narrative

1. Initial Meetings--I met with counselors early in the school year. During this meeting plans were established to do the following:
   - (a) Provide general guidelines for location of career folders, establish method of getting folders organized by group-guidance classes at the seventh-grade level, and review our goals for items to be included in career folders.
   - (b) We established a three-year time line for this initial group. At the end of this time line we will evaluate the pros and cons of the program to determine if we will continue purchasing and utilizing the career folders.

### Expected Student Results

It is our goal that at the conclusion of the three years we will be able to provide each student with a folder that will include three years of materials that will contribute to their educational and career growth. Materials will include

1. Learning style inventories
2. Interest checklist
3. Personal resume
4. Achievement test results
5. Other related educational

We believe we have a good start in this 3-year program.

### Who Achieved Results

Because this is a three-year program, it is difficult to provide evaluative data at this time. Our initial student numbers are 282. Career folders have been provided and initial materials placed in folders. Folders are organized and will move with this class for the three years. Students have access to these folders through their seventh-grade orientation (group guidance) classes and they may also look at them by going to the guidance office and checking with the counselors.

Ultimately, as I have stated before, our goal is to provide each student with a hands-on career folder that will assist them in making educational and career related decisions. Hopefully this will improve their decision-making process.

## Evaluation

How: We simply determined if we had--
1. provided career folders for all seventh graders,
2. a designated location, and
3. established materials we wanted to include.

Who: Material organization and process was evaluated--counselors were the key people in implementation.

Summary: We are very appreciative of the chance to utilize the career folders with our seventh grade level. We believe this effort will result in improved decision making on the part of our students. It is not something that is easily measured, but we believe after evaluation in the three-year period we will continue to provide career folders for each seventh grade class.

## School 106

### Program Narrative

During the past five years the community profile and demographics have changed. In order to educate our students on the importance of an education and its relationship to becoming a productive citizen, a structured career-education unit was initiated at West Junior High School. As a result of information received at the career-guidance conference last summer, the principal and guidance counselor developed a competency-based career unit for grades seven and eight. Grade seven students demonstrated the following competencies: (1) identification of career interests, (2) knowledge of employment skills, (3) characteristics of local job market, (4) knowledge of major elements of a career plan, (5) identification of sources of career information aid, and (6) initiation of a career folder. Grade eight students demonstrated the following competencies: (1) identification of work skills, (2) demonstration of knowledge of course offerings and high school curriculum planning, (3) selection of a tentative career, and (4) development of an educational career plan. The following resources were used: JOB-O Career Planning materials, Career Planning Folders, "Understanding Jobs and Careers", "How to Relate to Needs, interests, and Aptitudes to Jobs," Jobs videotape, and local materials. These units were implemented by the guidance counselor and health teachers. Each unit was two weeks in length.

### Expected Student Results

1. Know reasons people work
2. Know characteristics of local job market
3. Choice of five jobs of interest
4. Define jobs

5. Write characteristics of jobs
6. Know how to develop interest in jobs
7. Determine aptitude for jobs
8. Know resources to find career information
9. Know characteristics needed in applying for and interviewing for a job
10. Characteristics of good work habits while employed

## Who Achieved Results

All seventh- and eighth-grade students (420) were introduced to a variety of concepts. As a result of the evaluation process, each concept was introduced and a basic understanding gained by the students. The month and year were recorded for documentation. We kept student folders with work samples and placed them in permanent folders. Next year we plan to keep more statistical data and start a database.

## Evaluation

How: We used written work samples, assignments, observations, interviews, and visitations.

Who: Students, instructors, visitors (speakers), and programs.

Summary: As a principal in a community undergoing rapid change and a shift from industry to technology and plastic manufacturers, the conference I attended in 1987 could not have happened at a better time. The revived emphasis we have made this year on career education has been well received by our staff, students, parents, and local business. We found the students excited about careers and how education will help them in planning. Students especially enjoyed completing the JOB-O survey. We were able to add another small-group guidance choice in careers and career planning. I have attended many conferences, but I found the career-guidance workshop most meaningful and practical. Our guidance counselor is attending this summer and we have made provisions to expand our program next year.

School 107

## Program Narrative

I would be working with students that have experienced school difficulties during the past school year. I would initially schedule a pre-school conference with the student, his parent, his counselor, and an administrator. At this conference we would hope for the student to establish realistic goals pertaining to academic performance, behavior modification, and the development of an awareness of future career interests and opportunities. Each student would be monitored and worked with on a weekly basis. This process would be used throughout the school year.

## Expected Student Results

The target group would be approximately 10 students in the eighth grade that have experienced academic or behavioral difficulties in the past school year. At a conference prior to the start of the school year, there would be a discussion with the student, his parent, his counselor, and an administrator. At this conference, the student would be selecting academic, behavior, and career-interest goals for the new school year. We will, on a weekly basis, work with, counsel, tutor, and be in contact with his or her teacher and parents regarding the progress toward the achievement of these student goals. Goals and objectives will be based on student abilities and strengths. We will refer to standardized test scores, teacher evaluations, and any career-testing results that will indicate student interest areas. The expected results are as follows:

1. Improved academic performance and effort--the student will acquire and demonstrate improved competencies in study and test-taking skills (Reference: AGS "How to Study Text" and "Study Habits Survey").
2. Improved school behavior--develop improved competencies in following rules and regulations.
3. The student will acquire and demonstrate an awareness of career decision-making and planning and gain an increased awareness and knowledge of the world of work (reference: JOB-O or COPS and COIN microfiche). We would also visit actual job sites and talk with future employees and work on interviewing skills. Students will then demonstrate interviewing skills.

## Who Achieved Results

As stated in the Program Narrative and Expected Student Results, the ten students were evaluated on weekly teacher academic and/or checklist sheets, progress reports, grade cards, and impersonal observations. Each student, during a pre-school conference, had established a goal(s) for the 1987-88 school year. Student success was judged by how well the individual students attained these established goals. For example, if a student goal were to maintain a C average in every subject, this was evaluated at progress-report and grade-card time. If a student goal were to have fewer than three absences or zero tardies in a grading period, this was evaluated at the end of the quarter. This type of goal setting was established for each student and measured at various intervals throughout the school year. Although difficult to judge, especially in areas such as student attitude, it appeared most students experienced degrees of success with each goal that was established prior to the start of the school year.

## Evaluation

How: Weekly assignment and behavioral checklist sheets were completed by students' individual classroom teachers. Monitoring of test results administered by classroom teacher; monitoring of discipline referrals; checking daily tardy and attendance records.

Who: Students that had experienced previous academic and/or behavioral problems in school.

Summary: Without question, a pre-school conference plan with parents and students can lead to a more productive school year for students. When parents and students have worked cooperatively with the school in establishing realistic achievable goals, it appeared students have a clearer understanding of their responsibilities and are more likely to attain the goals they have established. As with any program, it is necessary to have an individual who is directly responsible for the program and works closely with everyone involved. If a school could guarantee that an individual would be responsible for such a program I would recommend that it be implemented.

**School 108**

## Program Narrative

As I submitted in June, 1987, I arranged through eighth-grade English classes to spend three class periods (42 minutes) with each of the five sections (117 students). This was done in January, 1988 (one month later than planned). On the first day, I administered the Harrington O'Shea Career Decision Making (CDM) survey which was purchased through the conference allocated funds. During the second class session, students completed their CDM's, scored them and I helped them interpret results. The third day was spent in further interpretation and learning to use the Worker Trait Group Guides (WTG) which I had borrowed from our high school. Each student had a copy. Since the students appeared genuinely interested and I had more resources, we spent a fourth day further exploring the WTG guides as well as learning to use the Dictionary of Occupational Titles(DOT), the Occupational Outlook Handbook (OOH) and "Career World" magazine.

## Expected Student Results

As indicated in the plan of action, I expected each student to identify at least one career cluster of personal interest through the CDM. I also expected each one to identify at least one WTG through the guides provided.

Doing these two steps would indicate to me that they had successfully completed the CDM and they understood how to use the WTG guides.

## Who Achieved Results

One hundred and seventeen students achieved the desired result (several students who function at the D.H. level needed considerable help from me and other students to complete the tasks). The data collected was the counselor's copy of the CDM results. This is a duplicate copy which students tear out of the back of the booklet. This evidence of their work is now filed in their personal Career Portfolio which has been sent to the high school guidance office and will be utilized to contain all future career guidance information which they compile. Upon graduation the students will be given their portfolios. Although I did not have enough funds remaining to purchase them during the conference, I later ordered the portfolios through the National Center for Research in Vocational Education.

## Evaluation

How: During the sessions I evaluated through observation. I would walk past each student's desk to verify that each had located a career cluster and a WTG. Upon completion, I reviewed each counselor's copy of results to verify that each student had completed his or her work.

Who: Each of the 117 participating eighth graders was evaluated.

Summary: One hundred and seventeen eighth graders completed the Harrington O'Shea Career Decision Making survey. All students independently or with assistance identified at least one career cluster and one worker trait group. From that information they were further able to identify particular career titles for which they found additional information in such sources as the DOT, OOH and "Career World" magazine.

I consider the program a success and plan to continue it in future years.

## School 109

### Program Narrative

It was my aim to establish an introductory class in careers for all seventh-grade students in the Bright Local School District. In this class I introduced the students to the first steps of career planning and taught them the skills needed to succeed in school and the work place. Each child completed an interest inventory giving them a beginning point for their career planning.

The seventh-grade students were divided into four groups. The first group was taught using the career skills textbook which was purchased with the careers money. This text proved to be too difficult for their age group, so with the remaining groups, I had to use more activities and considerably less from the text.

### Expected Student Results

Each seventh-grade student will acquire knowledge about the world of work by completing an introductory course in careers.

Each seventh-grade student will complete an interest inventory which will be the basis for their exploration of the world of work.

### Who Achieved Results

All 58 of the seventh-grade students successfully completed the careers course. These 58 seventh graders were divided into four groups. The first group was taught using the careers skills textbook and workbook that was purchased with the careers money. This text was too advanced for this age group so the remainder of the groups were taught by a different method using much less from the text.

From a survey given at the end of each group (nine weeks), the majority of the students felt they had learned something about some careers they had not been familiar with before. The response of the first group was not as receptive to the program as the remaining groups were.

The students did express that they benefited the most from the interest inventory I gave them.

### Evaluation

How: Each group was evaluated with completed tasks, assignments, observation, and participation. The first group was also evaluated by the use of tests from a textbook which was purchased for this class with the money from the careers workshop. The use of the text proved to be too difficult for this age group and had to be altered with the remaining groups.

Who: Each seventh-grade student was evaluated.

Summary: This program was beneficial to the majority of the seventh-grade students, but I wish I had had more time to decide what I wanted to spend my allotment of the money for so I could have made a better selection of materials. I now have fifteen textbooks and workbooks that are of no use to me in the class I had intended. Some of the upper-class teachers have been able to use them for supplemental material.

The students seemed to enjoy this new careers class. I feel they benefited from the interest inventory and other activities completed during this class.

## School 111

### Program Narrative

Due to the time length of our junior high study halls, plus the fact that we have only one COIN machine in our school, we were unable to utilize our COIN machine in all of our end-of-day study hall periods in all our junior high study hall classes, and thus, we decided to utilize our COIN machine in one of our eighth-grade study halls with our junior high math teacher coordinating the COIN machine usage with his math instruction. He concentrated on the math part of the PEAK materials with his homeroom eighth-grade students. Our plans call for the use of the PEAK science materials during 1988-89 utilizing study hall periods with our junior high science teacher coordinating its usage with eighth-grade students. Also during the 1988-89 school year, we plan to move our COIN machine from study hall to study hall at monthly intervals so that all junior high students get an opportunity to utilize the COIN machine with all the math and science materials that we have available.

Our eighth-grade math teachers began using the PEAK math materials in late fall of 1987 by coordinating his math instruction with his eighth grade homeroom students using five of the PEAK math topics. He kept a checklist of the key topics completed by his students. He attempted to see the correlation between student math success on the PEAK topics with occupational preference as shown by occupations available on the COIN machine as recommended on the last page of each PEAK brochure.

### Who Achieved Results

Beginning in October of 1987 our math teacher set up a schedule for eighth-grade students to utilize the COIN machine and the PEAK materials when his daily math instruction involved the areas of decimals, fractions, percents, sentence problem solving and geometric shapes. This schedule, thus, correlated with the math text being used. A total of 21 students utilized the PEAK math brochures with each student spending a minimum of eight study hall periods with all the math topics and COIN machine topics as recommended by the PEAK brochure. During October-November, the MGM-1 topic of decimals was used (production coordinator) in conjunction with chapter 2 in the math text (decimals). During December-January, the MGM-2 topic of fractions was used (paper hanger) in conjunction with chapter 4 in the math text (fractions). During February-March, the MGM-3 topic of percents was used (insurance agent) in conjunction with chapter 5 in the math text (percentages). During March-April, the MGM-5 topic of geometric shapes was used (sign painter and letterer) in conjunction with chapter 6 in the math text (geometry). Finally during April-May, the MGM-4 topic of sentence problem solving was used (fish and game warden) in conjunction with chapter 10 in the math text (equations and inequalities). Thus, each of the 21 students attempted five PEAK topic problems and each student checked their job compatibility on the COIN machine using the five occupations noted on the back sheet of each PEAK math folder.

## Evaluation

How: Evaluation was completed for each PEAK activity within two days after a student completed the activity. The math teacher checked the activity and checked completion on a chart.

Who: All 21 students were evaluated. I asked seven students if they felt the COIN machine activities had a direct relationship to the PEAK math activities, and all seven students felt that their success in the occupations on the PEAK folders had a direct relationship to how the job compatibility as shown on the COIN machine.

Summary: I learned that students enjoy math problems if they can relate these problems to occupations in which they are interested. Students began to see the importance of math involved in any occupation and especially in occupations in which they were interested. There seemed to be more of an interest in math on the students' part. I was pleased to find that the PEAK math brochures corresponded identically with the career as noted on the COIN scan sheet.

**School 112**

## Program Narrative

The counseling staff will work with the math department to complete this project. The math chairman and the guidance department will serve to set up the operation and will help in program evaluation.

## Expected Student Results

Seventh- and eighth-grade students will be tested. Eighth graders will twice take different tests of interest the first year. Seventh graders will be tested once, late in the school year. The students will chart their own interest areas to determine possible career areas. The students in the eighth grade will locate the specific job areas and report to the guidance department any information given on this career choice.

Examples of work-related department areas will be given as a scheduled part of the curriculum. These problems will be graded for regular math credits.

During the year career speakers are provided to anyone who would be interested in their career areas. Also, during the year, a day is provided for a student to shadow an adult in a job activity.

## Evaluation

How: OIS, COPS

Who: All students

CENTER ON EDUCATION
AND TRAINING FOR EMPLOYMENT
THE OHIO STATE UNIVERSITY
1900 KENNY ROAD • COLUMBUS, OHIO 43210
Telephone (614) 292-4353 or (800) 848-4815